DOCUMENT RESUME

ED 183 729 CE 023 974

TITLE	Virginia State Adult Basic Education Administrative Guide for Local Programs and Projects under the Adult Education Act, P.L. 91-230 and Amendments.
INSTITUTION	Virginia State Dept. of Education, Richmond. Adult Education Service.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	1 Jul 79
NOTE	141p.
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Administrator Guides; *Adult Basic Education; Educational Objectives; Eligibility; Federal Programs; *Federal Regulation; Personnel Needs; *Program Administration; Program Budgeting; *Program Development; Program Guides; Staff Development; State Programs; Teachers
IDENTIFIERS	Virginia

ABSTRACT

This administrative guide was developed to provide local school divisions and other agencies operating federally funded Adult Basic Education (ABE) programs in Virginia with the purpose, requirements, and procedures for conducting these programs. The guide is divided into eleven sections. The introduction covers the purpose and scope of ABE programs, General Education provisions, program objectives, nondiscrimination regulations, and protection of rights and privacy. The next section, on local program plan of instruction, discusses purpose, general plan provisions, priorities, funding and application procedures, procedures and conditions for approving program applications, local advisory committee, and participatory planning committee. Sections 2-6 respectively cover personnel selection and certification, local and regional staff development, curriculum, testing, student eligibility, and student participation. The ninth section describes fiscal control and fund accounting procedures, inlcuding payment of funds to local school division and other agencies, fiscal records and auditing, inventory of equipment, and expenditures under the three-year program plan. The tenth section on availability of funds for special projects and staff development includes state goals, objectives, and strategies, and application criteria. The concluding section is a compilation of forms. (EM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED183729

CE 023 974

VIRGINIA STATE
ADULT BASIC EDUCATION
ADMINISTRATIVE GUIDE
FOR
LOCAL PROGRAMS AND PROJECTS
UNDER THE
ADULT EDUCATION ACT
P.L. 91-230 AND AMENDMENTS

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
ADULT EDUCATION SERVICE
DIVISION OF ADMINISTRATIVE SERVICES
AND ADULT AND CONTINUING EDUCATION
P.O. BOX 6-Q
RICHMOND, VIRGINIA 23216

EFFECTIVE JULY 1, 1979

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

The activity which is the subject of this report was supported in whole or in part by the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the Office of Education should be inferred.

As required by federal laws and regulations, the Virginia Department of Education does not discriminate on the basis of sex, race, color, religion, handicapping conditions, or national origin in employment or in its educational programs or activities.

CONTENTS

Foreword

I. General Introduction 1
- A. Purpose
- B. Scope
- C. General Education Provisions Regulations
- D. Department of Education, Commonwealth of Education
- E. Nondiscrimination Regulations
- F. Protection of Rights and Privacy

II. Local Program Plan of Instruction 7
- A. Purpose
- B. General Provisions of Plan
- C. Program Plan Priorities
- D. Funding and Application Procedures
- E. State Procedures for Approving Program Applications
- F. Terms and Conditions for Approval of Programs of Instruction
- G. Local Advisory Committee
- H. Participatory Planning Committee

III. Personnel Selection and Certification 19

IV. Local and Regional Staff Development 20
- A. Teacher Training Special Projects
- B. Local In-service and/or Pre-service Training
- C. College Level

V. Curriculum 25

VI. Testing 27

VII. Student Eligibility 29

VIII. Student Participation 30

IX. Fiscal Control and Fund Accounting Procedures 31
- A. Payment of Funds to Local School Divisions and other Agencies

B. Local Fiscal Records and Auditing
C. Inventory of Equipment
D. Procedures for Loss Equipment
E. Transfer/Purchase of Unused Equipment
F. Disposal of Old or Wornout Equipment
G. Expenditures under the Three Year Program Plan

X. Availability of Funds for Special Projects and Staff Development under Section 310 51

Appendix 53

XI. Forms 86

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
ADULT EDUCATION SERVICE
DIVISION OF ADMINISTRATIVE SERVICES
AND ADULT AND CONTINUING EDUCATION
P. O. BOX 6-Q
RICHMOND, VIRGINIA 23216

FOREWORD

This guide is intended to describe the purpose, requirements, and procedures for conducting the Adult Basic Education Program. Emphasis is on those relationships involving the Department of Education, Commonwealth of Virginia with the local school divisions and other agencies for achieving the goals of Adult Basic Education as established under the Adult Education Act, P. L. 91-230 and Amendments.

The following information has been taken from an agreement (Virginia Three-Year Program Plan) between the Department of Education, Commonwealth of Virginia and the United States Office of Education. Local school divisions and other agencies operating federally-reimbursed Adult Basic Education Programs are expected to comply with the requirements and fulfill the purpose of the program as presented.

Failure to adhere to the requirements outlined in this guide is grounds for termination of Federal funds for the duration of the fiscal year.

I. General Introduction

A. Purpose

In coordination with other efforts seeking to eliminate the cause of poverty, the state educational agency under the Adult Education Act projects a State Program Plan for Adult Basic Education, which affords reasonable assurance of providing assistance to expand educational opportunity and encourage the establishment of programs in Adult Basic Education. These programs will enable adults in Virginia to continue their education to at least the level of completion of secondary school thus making available the means to secure training which will enable them to become more employable, productive, and responsible citizens.

B. Scope

The scope of the services provided under the Adult Education Act includes instruction in the basic academic skills for grades one through twelve including GED Preparation. The curriculum shall also include competency basic adult education components directed toward assisting the adult to become more competent in dealing with our complex society.

C. General Education Provisions Regulations

All programs operated under the provisions of the Adult Education Act must comply with all pertinent regulations concerning the fiscal, administrative, property management and other matters, as outlined in the "General Education Provisions Regulations" (GEPR). Furthermore, school divisions and other agencies will provide all necessary reports as required by the Federal Register governing programs operated under provisions of P. L. 91-230 and Amendments.

D. Department of Education, Commonwealth of Virginia Program Objectives

1. To help raise the educational level of undereducated adults.

2. To organize and administer programs in partnership with local school divisions and other agencies.

3. To establish relative priorities for programs as determined by identified national, state, and local need assessment.

4. To introduce the program as rapidly as an expression of interest, need, and desire develops in local communities.

5. To make use of available media to publicize and promote the program.

6. To design suitable programs of instruction for Adult Basic Education and Adult Secondary Education.

7. To provide for orientation and in-service training for administrative and instructional staff members.

8. To cooperate with and utilize the services of public libraries, health and welfare agencies, employment offices, and other agencies which may have a contribution to make to the program.

9. To provide supervision, consultation, and evaluation services to local program operations.

10. To encourage innovative means for increasing overall program effectiveness.

11. To eventually eliminate illiteracy in Virginia.

12. To carry out the long range goals, objectives, and strategies cited in Appendix B.

E. Nondiscrimination Regulations

1. With respect to employment resulting from the administration of Adult Education Programs, projects, and services, no employer will discriminate against any employee or applicant for employment because of race, creed, color, national origin, or sex in its practices with respect to such employment. Such employment practices shall include, but not be limited to the following: recruitment or recruitment advertising; employment, layoff or termination; upgrading, demotion, or transfer; rates of pay, or other forms of compensation; use of facilities on selection training.

2. In compliance with Title IV of the Civil Rights Act and Sex Discrimination Title IX Education Act, no person in this program shall on the grounds of race, color, creed, national origin, or sex be excluded from participation in, be denied the benefits of, or be subject to discrimination.

3. Each school division operating an Adult Basic Education Program or activity may not, on the basis of handicap, exclude qualified handicapped persons from the program or activity and shall take into account the needs of such persons in determining the aid, benefits, or services to be provided under the program or activity.

Whenever existing facilities cannot meet the needs of all participants, classes or activities should be made accessible through other locations.

New facilities should be designed and constructed in such a manner that the facility is readily accessible to and usable by handicapped persons.

F. Protection of Rights and Privacy

No federal funds shall be made available to any applicable program which has a policy of permitting the release of personally identifiable records or files or information on students without the written consent of the parents. Whenever a student has attained the age of 18, rights or written permission or consent required

for release of records, files, and information shall be required of and accorded to the student.

No federal funds shall be made available to any applicable program unless the recipients of such funds informs the student, if they are 18 years or older, of the rights of privacy accorded to them.

Nothing contained in this section (Privacy Act) shall preclude the following persons from having access to student records excepting that any data collected with respect to individual students shall not include information that would permit the personal identification of the student (including Social Security Number), or shall such data inadvertently identify information relative to other students:

a. Comptroller General of the United States;
b. Secretary (U. S.);
c. Administrative head of an educational agency;
d. State educational authorities;
e. Other school officials, teachers within the institutions, agency or programs who have

legitimate educational interests and officials of other schools to which student intends to enroll (release conditional upon written consent of student and copy of record to student);

f. Those officially connected with student application for student aid.

II. Local Program Plan of Instruction

School divisions applying for Adult Basic Education federal funds must submit a local Three Year Program Plan.

A. Purpose

It is the purpose of the local ABE program to expand educational opportunities for adults and to encourage the establishment of programs of adult basic education that will ----

1. enable all adults to acquire basic skills necessary to function in society;
2. enable adults who so desire to continue their education to at least the level of completion of secondary school, and
3. to make available to adults the means to secure training that will enable them to become more employable, productive, and responsible citizens.

B. General Provisions

In order to assure substantial progress in the establishment, improvement, and expansion of Adult Basic Education Programs in Virginia, the State Agency will use the following policy guidelines for local program operations:

1. The program of instruction will focus upon individuals 17 years of age and over (age 16 year old out-of-school youths may be permitted to attend when circumstances are deemed justifiable by local school superintendent), and whose lack of basic education skills constitutes a substantial impairment of their ability to adapt and function successfully within contemporary society.

2. The curriculum will revolve around social studies, and the basic education skills of lanauage arts (speaking, reading, writing of English), and mathematics.

3. The instruction of academic skills will be so directed as to relate those areas which represent a need for adults.

4. The program of instruction will be sufficiently comprehensive in scope to include such pertinent Competency Based Adult Education (CBAE), in areas as health, consumer education, government and law, citizenship, and home management, as well as those other subjects which are important in the world of work and will aid adults in becoming more employable, productive, and responsible citizens.

5. The program will be established in such a manner as to best serve those adults least educated and most in need. In those areas of high concentration of population, utilization of the full-time learning center and satellite classes is encouraged.

6. The program will address specific criteria cited in Appendix C.

C. Program Priorities

The program priorities are as follows:

First: provide basic education skills and social studies for persons functioning at the fourth grade level

or below.

Second: provide academic education for persons functioning above the fourth grade level, and below the ninth grade level.

Third: provide academic education for persons functioning on grade levels nine through twelve, and other content areas.

Fourth: provide instruction at the ninth through the twelfth grade levels for those persons, especially older Americans, who do not wish a high school diploma but who do need education to become productive and responsible citizens.

At least 80% of that portion of the State ABE grant available for instruction purposes will be used for support of priorities one and two. Expenditures under priority three and four shall not exceed twenty percent (20%) of the grant based upon adequately meeting priority one and priority two needs. The need for instruction in

priority three and four shall be determined by the local program administrator or supervisor in cooperation with the State Supervisor of Adult Education or his designee based on the following: (1) evaluation of the effectiveness in meeting priorities one and two for the past two years, (2) an assessment of the present program based on community needs, and (3) a limitation of no more than 20% of any Adult Basic Education grant to any locality be used to provide instruction in priorities three and four.

D. Funding and Application Procedures

Under P. L. 91-230 and Amendments, funds for support of Adult Basic Education Programs may be made available to eligible applicants based on (1) the target population in the service areas versus the total target state population, (2) the local student hours completed in the state, (3) the total state grant for Adult Basic Education available to serve the target population in Virginia.

Notification of the availability of funds is made no later than July 1 by the Special Assistant to the State Superintendent of Schools for Public Information and Publication in accordance

with the following procedures:

For the purpose of Section 306, Adult Education Act of P. L. 91-230 and Amendments, the following procedure will be followed when funds are made available for grants: (1) a Superintendent's Memo reaching every superintendent in the state will be mailed announcing the availability and conditions under which funds will be awarded; (2) a notice of the availability of such funds and the condition under which funds will be awarded will be published as a legal notice in one day's total circulation of four newspapers of major circulation and five newspapers of minimum circulation will be selected so as to cover as much of the state population as possible; (3) all public notices will contain pertinent information concerning where, when and how guidelines for preparing applications may be obtained, the general purpose for which such funds may be used.

Any agency who wish to submit a Three Year Program Plan for consideration

must first submit a Letter of Intent. That letter of intent must include the following:

1. Political jurisdiction(s) or school division to be served.

2. The projected total cost of the program - federal and local share.

3. The name and address of the agency submitting the application.

4. The name, address, and title of the program administrator, supervisor, or director.

5. The telephone number of the agency submitting.

6. The signature of the superintendent or agency head.

Upon receipt of the letter of intent, all necessary forms and guidelines will be provided.

To be considered for full funding, such Letter of Intent must be mailed to the Adult Education Service, Department of

Education, P. O. Box 6Q, Richmond, VA. 23216, and postmarked no later than May 11 of each fiscal year.

School Divisions and other agencies submitting a Three Year Program Plan must address specific application criteria. (See Appendix C).

E. State Procedures for Approving Program Applications

The Supervisor of Adult Education, in consultation with the Adult Education Service staff, is responsible for reviewing all applications and for approving those which best address the program criteria outlined in the state plan. Priority for funding will be given to those applications which address most specifically the program goals and objectives and the general provisions as stated in Appendix B.

F. Terms and Conditions for Approval of Programs of Instruction

In prescribing terms and conditions for the approval of local school division

programs of instruction, the Department of Education, Commonwealth of Virginia, shall require that such programs comply with the following:

1. Recruitment and Selection of Students

   Each local program of instruction will define the scope of the instruction to be provided and will endeavor to enroll therein all adults in need of basic education, within the specified area to be covered by such programs, and will make a specific effort to recruit and enroll students that are least educated and most in need.

2. Tuition, Fees, and Other Charges

   No program of instruction will require as a condition for participation in such program the payment of tuition, fees, or the purchase of books or materials.

3. Duration and Intensity of Instruction

   Each program of instruction will be sufficiently extensive in duration and intensive within a scheduled unit of time to provide ample opportunity for each individual to show advancement.

Each student will be permitted to progress at his/her own rate.

4. Adequate Facilities and Materials

Facilities such as classrooms, libraries, laboratories, and materials including instructional equipment, supplies, teaching aids, and communications media will be suitable and adequate in supply and quality to enable attainment of the educational objectives of the instructional program.

5. Guidance and Counseling

Each local program of instruction should arrange for sufficient guidance and counseling services to enable the program to meet and continue to maintain the requirement and objectives as stated in the respective agencies Three Year Program Plan.

6. Health Information and Services

All agencies providing ABE classes under the Adult Education Act, will through cooperative efforts with other agencies, assist whenever possible, those adults in obtaining needed health information and health services.

7. Reports

Local school divisons and other agencies responsible for programs of instruction will submit to the Department of Education, Commonwealth of Virginia such reports on such forms and containing such information as the Department of Education may require in carrying out its responsibilities, and will keep such records, afford such access thereto, until the Adult Education Service, Department of Education, Commonwealth of Virginia gives permission for their destruction. Failure to comply may result in the withholding of reimbursable funds.

8. All agencies will comply with specific criteria addressed in Appendix C.

G. Local Advisory Committee

A local advisory committee for an Adult Basic Education Program may be appointed as determined by the policy of the local educational agency. Efforts will be made by the local educational agency to contact citizens who represent a cross section of the community and, who, by their general interest in its welfare, would make a positive contribution in this capacity. The

committee will act in an advisory capacity to the local administrator of the Adult Basic Education Program. The local advisory committee may make recommendations and suggestions for cooperative and coordinated arrangements with other local agencies making an anti-poverty effort and may be invaluable in the promotion, implementation, and evaluation of the local program.

H. Participatory Planning Committee

Reaching, recruiting, and providing for the many needs of the ABE student require that the Adult Basic Education Program develop linkages with a variety of agencies, institutions, organizations, and residents of high need areas; and involve them in the development, implementation, and evaluation of programs operated under the Adult Education Act. To gain the needed input and to develop those linkages, a Participatory Planning Committee (PPC) will be organized and convened.

A Participatory Planning Committee is required for those programs with an ABE budget of $5,000 or more federal funds and is optional for those programs less than $5,000. The membership of this committee will include

representatives of business and industry, labor unions, public and private educational agencies and institutions, churches, fraternal and voluntary organizations, community organizations, state and local manpower and training agencies, and representatives of special adult populations, including residents of rural areas, residents of urban areas with high rates of unemployment, adults with limited English language skills, institutionalized adults, and other entities in the State concerned with adult education.

The PPC will meet twice a year. During that time the committee will identify needs, identify resources, and establish criteria for evaluation of local goals, objectives, and strategies.

III. Personnel Selection and Certification

The responsibility for selecting and employing personnel for the Adult Basic Education Program rests with the local school division superintendent or agency head. A teacher must hold a valid Virginia teaching certificate; administrative and supervisory staff must also possess adequate professional education credentials commensurate with the position. Exceptions will be made in cases where individuals, through their experiences and background, would be

particularly suited to this employment.

It is hoped that with the new graduate program in Adult Education being conducted in colleges and universities throughout the State that teachers will be encouraged to enroll in at least one course in Adult Education.

A teacher aide need not be certified but should possess sufficient educational background to be an asset to the instructional program. The services of this individual may be used within the classroom to assist with the instruction or such ways as needed to insure continuity of the program.

A recruiting aide need not be certified but should possess sufficient educational background to be an asset to the Adult Basic Education Program. The services of this person are to be used outside of the classroom to assist in recruiting new students and to follow up on absentees.

IV. Local and Regional Staff Development

A. Teacher Training Special Projects

The efforts of the local school division and other agencies, in developing the quality programs of Adult Basic Education, should include encouraging Adult Basic Education teachers and

para-professionals to attend workshops conducted through the state-wide special project and teacher training activities.

B. Local In-Service and Pre-Service Training

The local ABE supervisors are authorized to pay their local ABE instructional staff up to ten hours for pre-service and/or in-service training. Scheduling of this training on a local or regional basis is left to the discretion of the local supervisor. It is the State staff's intent that this paid pre-service and/or in-service training will present the opportunity to air instructional and administrative concerns and to find solutions relevant to the classroom instruction aspect of the respective Adult Basic Education Program.

An agenda and timetable of the local pre-service and/or in-service training session must be submitted one month in advance of the scheduled date to your respective area supervisor for approval. When reporting the workshop session, please use the QK.031 (VABE 401) form, and add this information at the bottom of your

regular monthly report or on a sheet by itself, depending upon the size of your staff. We must keep the training session and the regular instruction hours separate. (See Appendix D).

1. Understanding the Adult and the Curriculum

   In order to properly orient teachers to the Adult Basic Education Programs, a pre-service training session should be planned. The session should be a maximum of two hours conducted no later than one week prior to the first class meeting. The objectives of this session should be to provide the teachers with the methodology and the laws of learning applicable to adults. These methods and laws are outlined in the Curriculum and Resource Guide covering the following points:

   a. a clear understanding of the aims of the Adult Basic Education Program;

   b. general characteristics of the under-educated adult learner and their implications for methodology;

c. specific characteristics of the undereducated adult learner and their implications for methodology;
    1. physical characteristics
    2. sociological and cultural characteristics
    3. psychological characteristics

d. familiarity with available literacy materials;

e. an understanding of the different methods of teaching adults;

f. an understanding of the need to adjust class routine to meet individual differences of students;

g. the state staff will be available to assist local program supervisors with pre-service and in-service training as scheduling permits.

Regardless of the teacher's previous knowledge of teaching basic skills, emphasis should be placed on the development of an understanding of the need for sequential skill development progress in reading, writing, and arithmetic and its relevancy to the student's every-

day life.

2. Keeping of Records

Each teacher should be thoroughly briefed by the supervisor covering the following materials.

a. Completing a local registration form.
b. Keeping records of enrollment, attendance, and student progress.
c. Filling out teachers' monthly reports and submitting them by the 10th of each month.
d. Completing end-of-year reports QK.021 (VABE 701) and (702).
e. Following up students' absenteeism and student dropouts.

C. College Level

Enrolling in college level courses specifically designed for adult educators is encouraged. Such courses may be for college credit and may, with approval of the division superintendent, be used for renewal of teacher certification. Tuition for such courses of study cannot be charged to the Adult Basic Education Programs Budget.

V. Curriculum

The curriculum for the Adult Basic Education Program consists of three instructional levels. The recommended class schedule for 30 weeks is two meetings per week of 2½ hours each. In order to provide the ABE student, a minimum of 30 weeks (150 hours) of instruction, classes should start prior to October 1, if 150 hours of instruction are to be offered without undue burden on students, teachers, and administrators. In some cases, it may be necessary to increase the class meeting time in order to provide 150 hours of instruction.

Basic subject matter skills presented on each grade level generally correspond to that offered in the traditional graded structure. It is generally felt that the non-graded type of grouping is more adaptable to basic academic instruction of this nature. The wide range of educational background within a class and the accelerated flexibility in program structure makes more allowance for the non-graded approach.

The Department of Education, Commonwealth of Virginia has developed an Adult Education Curriculum and Resource Guide which is available through the

Adult Education Service. While language arts, arithmetic, and selected topics of adult relevance are shown as the three distinct elements forming the curriculum core, it is realized that in more ideal learning situations these elements would be closely correlated.

Often they would be fused to the extent of losing their separate subject identity. For example, a lesson on solving work problems in the area of family budgeting would, in effect, accomplish goals in reading instruction, arithmetic, and in providing some basic concepts of home management.

While often the program is scheduled on the basis of time periods at each level, there will be students who do not require the full time to achieve the objectives of an instructional level. On the other hand, there may be other students who will require more than the prescribed hours to achieve these objectives. Those students who progress rapidly should be moved to the next higher level whenever, in the teacher's judgment and substantiated by test results, the student is ready to be advanced. Those students who at the end of the instructional time period, are not ready for the next higher level should be moved into an instruc-

tional group which will be working at the skill level prescribed for their competency level.

VI. Testing

In order to provide proper placement and diagnosis, every student enrolling in the Adult Basic Education Program must be tested with a standardized test within six weeks of enrollment in the program. For recommendations on test instruments, refer to Testing Guide for Adult Basic Education (Suggestions and Recommendations).

A proper testing program for Adult Basic Education students should follow a schedule similar to that listed below:

1. Informal inventory of reading skills upon entry into program. Suggested instruments include (a) The Information Sheet, (b) The Wide Range Achievement Test (WRAT), and (c) Reading Evaluation - Adult Diagnosis (R.E.A.D.).

2. Formal testing with a standardized Adult Basic Education test or other suitable standardized diagnostic test instrument within six weeks of entry, but not before 2 hours of instruction. Suggested instruments include (a) for below 5.0 reading level the Reading Evaluation - Adult Diagnosis (R.E.A.D.) and (b) for other

subjects and levels the Test of Adult Basic Education (T.A.B.E.).

3. Informal testing for student progress, with either teacher-made tests or those tests provided by the curriculum materials published, from time to time throughout the program year. Informal testing of this nature will provide the teacher with information needed for adjusting the instruction of the students in her class.

4. Formal testing with a standardized Adult Basic Education test or other suitable standardized test approximately every 75 hours of instruction or at the end of each semester whichever comes first. Suggested instruments include (a) Reading Evaluation - Adult Diagnosis (R.E.A.D.) for reading level below 5.0 and (b) the Test of Adult Basic Education (T.A.B.E.) for other subjects and levels.

5. Where possible, formal testing of each student immediately prior to termination. Suggested instruments include (a) Reading Evaluation - Adult Diagnosis (R. E. A. D.) for reading level below 5.0 and (b) the Test of Adult Basic Education (T.A.B.E.) for other subjects and

levels. (See Appendix H for Addresses of Test Publishers).

VII. Student Eligibility

The following procedures and guidelines for determining student eligibility will be used:

1. In order to be eligible for enrollment in an Adult Basic Education Program, an individual must be 17 years of age or over (16 years old - see page 8, B. 1 for complete statement) and functioning at a level below the twelfth grade.

2. Any adult who has received a certificate of completion from a school offering a secondary education, or who is enrolled in an institution of higher education is eligible for enrollment in the Adult Basic Education Program if his/her functional level, as determined by standardized testing, is below the twelfth grade level.

To determine an individual's functioning level, the following procedures are suggested, but not necessarily limiting:

1. Informal testing and interview upon application to the program. An informal reading test combined with information as to last grade completed, which is provided by the student.

2. After the student has had the opportunity to readjust to coming back to school, a standardized test such as ABLE or TABE should be administered.

3. READING and/or MATHEMATICS will be used to determine the functional level of the individual student in the respective area.

VIII. Student Participation

The benefits derived by the adult student from a program of this type come only as a result of the student's interest in, efforts toward, and support of the ultimate instructional goals. In this regard, the importance of developing habits of regular class attendance and of being punctual should be emphasized by the instructors. Developing such habits should be considered a part of the student's education. While there are not specific policies concerning required attendance, it is suggested that any student who, without just cause, misses four successive class periods be reported as a dropout and re-enrolled if the student should return at a later date. It is also recommended that a local policy concerning attendance be established which includes some provision for a follow-up on unexcused absentees to determine the

status of the students in question.

IX. Fiscal Control and Fund Accounting Procedures

A. Payment of Funds to Local School Divisions

1. General Policies

Payments made to local school divisions and other agencies administering programs of Adult Basic Education shall be on the basis of 90% reimbursement for actual expenditures already incurred.

Since the State of Virginia operates on a cash basis, all requisitions for reimbursement and supporting documents must be submitted within the current operating fiscal year.

When the local Adult Basic Education Programs are operated during the month of June, expenses must be anticipated and request for reimbursement of such expenses submitted prior to June 10 of the fiscal year in which funds are to be expended.

In order to avoid budgeting problems, no materials or equipment should be purchased which cannot be delivered, invoiced, and paid for before the final requisition for

reimbursement is submitted for payment on or before June 10th of the operating year.

2. Procedures

Expenditures by local school division and other agencies, conducting Adult Basic Education Programs under the Three Year Program Plan, may be reimbursed in accordance with the applications previously approved. These claims will be submitted to the Supervisor of Adult Education who reviews them and, if in accordance with applications previously granted, approves such documents. The approved requisition will be used as authority by the Division of Administration and Finance, Department of Education, Commonwealth of Virginia to issue vouchers for those allowable items reimbursed by the State on a 90% basis. Such application for reimbursement must be submitted quarterly to insure prompt and adequate payment of claims.

3. Proration of Expenditures

When expenditures are partially attributed to activities within the framework of the

Three Year Program Plan, they will be pro-rated in terms of the percentage of service applicable to Adult Basic Education activities at the local level under the authority of P. L. 95-561. This applies to pro-rating cost of salaries to be paid personnel, travel expenses specifically for Adult Basic Education, equipment and supplies, and other allowable items. Records to substantiate the proration of allowable expenditures will be maintained at State and local level.

B. Local Fiscal Records and Auditing

The official accounts and documents showing receipts and expenditures by the local school divisions and other agencies for Adult Basic Education, the Adult Education Act will be maintained in the offices of the local agency. Complete records will be maintained for three years after the close of the fiscal year in which the expenditures were made by the local agency or until officially notified of the completion and acceptance of the Department of Education, Commonwealth of Virginia's Federal audit, whichever is later.

1. In order to be ready for the audit, the local school division or agency must have available for each fiscal year's participation in the Adult Basic Education, Adult Education Act the following records:

   a. A copy of the approved Adult Basic Education Three-Year Program Plan.

   b. A copy of each Requisition for Reimbursement submitted to the Adult Education Service, Department of Education, Commonwealth of Virginia for payment.

   c. A copy of each invoice for materials and supplies purchased, salaries, etc. for which reimbursement was claimed on the Requisition for Reimbursement. The invoice (or purchase order) must show date materials and supplies were received, date of payment, check or warrant number, and authorized signature. A rubber stamp should be provided for this purpose.

2. Records supporting, and accountability for, the disposition of non-consumable equipment purchased under the ABE Three Year Program

Plan (whether from Federal or matching funds) shall be maintained until notification of the completion of the review and audit covering the disposition of each facility.

C. Inventory of Equipment

The local school division or agency must agree to keep inventories and records of all items of equipment, including sufficient information for determination of whether such equipment continues to be used for a purpose provided for under the Act. Duplicate inventories of all equipment will be maintained by the Adult Education Service, Department of Education, Commonwealth of Virginia. The local school division or agency shall hold the title to such equipment. However, such equipment may not be disposed of without written permission from the Supervisor of Adult Education, Department of Education, Commonwealth of Virginia.

D. Procedures for Loss of Equipment

To meet the requirements of Federal auditors for maintenance of State and local records on

the purchase and disposition of equipment bought for the Adult Basic Education Program under the Adult Education Act, it is necessary to establish a State policy on procedures in event of equipment loss. Since it is impossible to use State or Federal funds to insure equipment bought under the Adult Education Act by local school divisions or agencies, it is suggested that the localities have the equipment insured and covered, when possible, under existing local policies. The State policy for loss of ABE equipment follows:

1. Report to the State Office immediately following an investigation of equipment loss due to theft, fire or damage.

2. The report shall identify the type, model number, serial number, Federal I. D. Number, and cost of the item.

3. A detailed statement covering circumstances involving the loss of the equipment, signed by the superintendent of schools or other agency head and/or an appropriate authority such as the police or fire departments, as applicable.

If lost equipment is covered by a local school division insurance, a statement shall be made showing the amount of insurance collected for the item. This statement should be placed with the records of the replaced equipment. A copy of this statement is to be sent to the Adult Education Service, Department of Education, Commonwealth of Virginia along with identification of the new (replacement) equipment.

E. Transfer/Purchase of Unused Equipment

Whenever an item of equipment which has been purchased with funds appropriated under the Adult Education Act is no longer used for the purpose for which it was purchased, the local school division may do one of the following:

1. Notify the Adult Education Service of the desire to purchase such equipment at a 90% of the fair market value. The value will be determined by the appraisal of a qualified individual.

2. Notify the Adult Education Service of the availability of such equipment for transfer to another school division operating an Adult Education program under the Adult Education Act. When such equipment is transferred, the recipient school divisions will pay 10% of the fair market value for such equipment.

F. Disposal of Old or Wornout Equipment

When any piece of equipment purchased with Adult Basic Education funds becomes damaged or in any way unusable, all reasonable efforts should be made to have it repaired. Should the cost of repair be such as to be uneconomical or impractical, the equipment should be taken out of service and disposed of, or otherwise destroyed. When disposal becomes necessary, written permission must be obtained from the State Office. A letter to the State Supervisor of Adult Education requesting permission for such action must include the Federal I. D. Number, serial number, a description of the equipment in question, and an explanation of why the

disposal request is being made. When approval has been granted, the inventory card QK.022 (VABE 500) should be removed from your records. The letter granting permission to dispose of the equipment should be attached to the inventory card, and they should be placed in a dead file and maintained for no less than three years.

G. Expenditures Under the State Plan

During the current fiscal year ending June 30, the State and local shares shall be 10% of the cost of services performed and materials provided. The 10% matching funds may be in the form of State or local cash or a combination thereof, and must be in cash. Also, school divisions must comply with the Maintenance of Effort clause. (See Appendix E). The amount available for local sources will not be less than the amount expended from such sources during the previous fiscal year.

1. Allowable Administrative and Instructional Expenditures

a. No more than twenty percent of the budget may be spent for item I (Administration, Supervision, and Supportive

Services) on the Requisition for Reimbursement Q.017 (VABE 300A). This item includes administrative salaries, supervisors' salaries, counselor salaries, fringe benefits of the above, supervisory and administrative travel, rent, recruiters, secretarial and clerical staff and the pro-rated share of master teacher's supervisory time. At least eighty percent of the local budget must be spent for instructors salaries, instructional equipment and materials and instructor's travel. Any exception must receive advanced written approval from the Supervisor of Adult Education, Adult Education Service, Department of Education, Commonwealth of Virginia. Such letter of exception shall become a part of the local three year program plan budget section.

b. As a guideline for budget preparation, the following chart depicts the <u>maximum</u> Federal reimbursement allowable.

Salaries should reflect the local equivalent hourly rate not to exceed the amount cited below:

Position	Maximum Federal Hourly (Part-time)	Reimbursement (90%) Monthly (Full-time)
Teacher	7.65	1,200.00
Counselor	7.65	1,200.00
Teacher's Aide	3.50	600.00
Recruiter	4.00	n/a
Secretary	3.60	600.00

c. Definitions:

Part-time employees: Individuals paid either on an hourly or monthly basis for services rendered to the Adult Basic Education Program over and beyond regular duties.

Pro-rated: Individuals employed full-time and who devote only a portion of their time to the Adult Basic Education Program. The salaries of these people will be pro-rated on the basis of the percentage of time and hours to the program and shall not exceed the maximum Federal reimbursement shown in (b) above.

Documentation of pro-rated hours must be kept on file.

Full-time: Individuals employed full-time and who devote 100% of their time to the Adult Basic Education programs.

d. Determining Reimbursement for ALC Staff Positions

In determining administrative and instructional costs of ALC operation the same 80% instructional and 20% administrative guidelines will apply. Should the ALC coordinators time be divided between administration and instruction, then the salary for the coordinator may be divided or pro-rated and charged to the appropriate budget catagory.

The reimbursement of staff positions for ALC will be determined by the following:

1. The salary of each staff position shall not exceed that now being

paid to other school staff members providing equivalent services.

2. To receive matching Federal funds for the succeeding fiscal year, Adult Learning Centers must maintain a minimum average attendance of eight (8) ABE students per ABE instructional hour during the present fiscal year.

3. The staff should meet the qualification as outlined in ALC Guidelines for Administration and Operation (Copy available upon request through the Adult Education Service).

Note: Any deviation in the above directions for reimbursement of ALC staff positions must be approved in writing by the Adult Education Service, Department of Education,

Commonwealth of Virginia.

2. Other Definitions and Allowable Expenditures

a. Teachers, Counselors, Secretaries (full-time)

Reimbursement of full-time or pro-rated salaries for teachers, counselors, or secretaries requires written approval from the Supervisor of Adult Education, Department of Education, Commonwealth of Virginia. Their salaries shall not exceed those for comparable services at the local level. These salaries shall be justified in terms of percentage of time and the number of hours of work performed for the Adult Basic Education Program.

b. Educational and Sabbatical Leave at Local Level

There are no provisions for paying ABE personnel for Educational or Sabbatical leave.

c. Employee Benefits

Funds used for salaries of personnel in Adult Basic Education may include that part of the salary that is deducted or withheld as the employee's contribution under a plan of retirement, workman's compensation or other welfare funds maintained for the employees of the local school division. In addition, funds may be used to support the employer's contribution to such plans.

Policies relating to annual and sick leave are entirely a matter of local determination.

d. Fees and Approved Expenses of Consultants

With prior written approval from the Adult Education Service, Department of Education, fees and approved expenses may be paid to consultants or groups acting in

an advisory capacity to the local school division.

e. Travel and Transportation

At the local level, travel expenses of personnel in Adult Basic Education shall be consistent with the policy of the local school division. Travel allowance is intended for use in covering travel between schools or that which is directly related to the operation of the Adult Basic Education Program. Typically, the local supervisor's travel would fall under this category. However, travel by ABE staff from home to school or school to home would not be an allowable expenditure for reimbursement purposes. The maximum rate allowable for travel is the local prevailing rate not to exceed 15¢ per mile.

Travel expenses of staff and consultants in connection with committees, workshops, and conferences

are considered eligible costs for reimbursement unless otherwise covered. This will be accomplished in accordance with established travel regulations and limitations of the Department of Education, Commonwealth of Virginia. As a provision to enhance the quality of the program, means of student transportation will be identified at the local level if needed.

Through increased coordination, cooperation, and outreach, transportation means should be available within the community. If the local program supervisor can verify that all possible resources have been exhausted, that supervisor may approve adult basic education funds for student transporation based on the following criteria:

1. The vehicle suitable for use in transporting a minimum of nine adult students at one time.

2. The driver of any vehicle other than those owned and operated by the local school division must be 21 years old or older and possess a valid Virginia chauffeur's license and have a Division of Motor Vehicle's verification of driving record.

3. The driver of any vehicle owned and operated by the school division must be approved by the local school board and must possess a valid school bus driver's license.

4. When such a public school bus is used for the purpose of transporting adult students to class, approval must be made for such use by the local school board.

5. All vehicles used for the purpose of this section must meet insurance requirements established by the local school board for vehicles operated for public school supported activities.

6. The maximum reimbursement allowed for mileage during transportation of adult students shall be 90% of the local rate not to exceed 15¢ per mile.

7. The maximum reimbursement allowed for salaries will be based on 90% of the local salary for comparable jobs not to exceed the Federal minimum wage.

Transporation expense will be reimbursed for the purpose of transporting students from classes to points of interest, when such trips are included as part of the instructional program. Travel expenses for such trips is not to exceed that which is normally allowable by the local school division. In no case shall reimbursement for student transportation outside the geographic boundaries of the school division be approved unless special permission is requested and granted by the Supervisor of Adult Education Service. The cost of this service must be considered administrative and must be within the twenty percent (20%) expenditure.

f. Child Care

The Adult Basic Education Program is not in the child care business and, thereby, must look to other resources to provide that service. If other sources cannot be found, this administrative cost may be charged from the agency to the ABE budget providing such funds are available and (1) if the child care establishment is licensed by the state; (2) for only the number of hours the student is in class and; (3) if the mother or father/student qualifies for A. F. D. C. The cost of this service must also be considered administrative and must be within the twenty percent (20%) expenditure.

g. Final Requisition for Reimbursement

Final Requisition for Reimbursement for each fiscal year must be received by the Adult Education Service, Department of Education no later than June 10 of that fiscal year.

Attachments to form Q.017 (Form 300A) will be the following:

1. Original copy of statement of Salaries, Q.017 (Form 301)
2. Original copy of Instructional Materials and Supplies, Q.017 (Form VABE 302), with supporting copies of invoices attached. All supporting copies of invoices must carry the following information:
   a. Number of check by which paid;
   b. Date of check;
   c. Amount of check;
   d. Authorized signature (a rubber stamp for this purpose should be provided).
3. Original copy of Requisition for Travel Reimbursement, Q.017 (Form VABE 305).

X. Availability of Funds for Special Projects and Staff Development Under Section 310

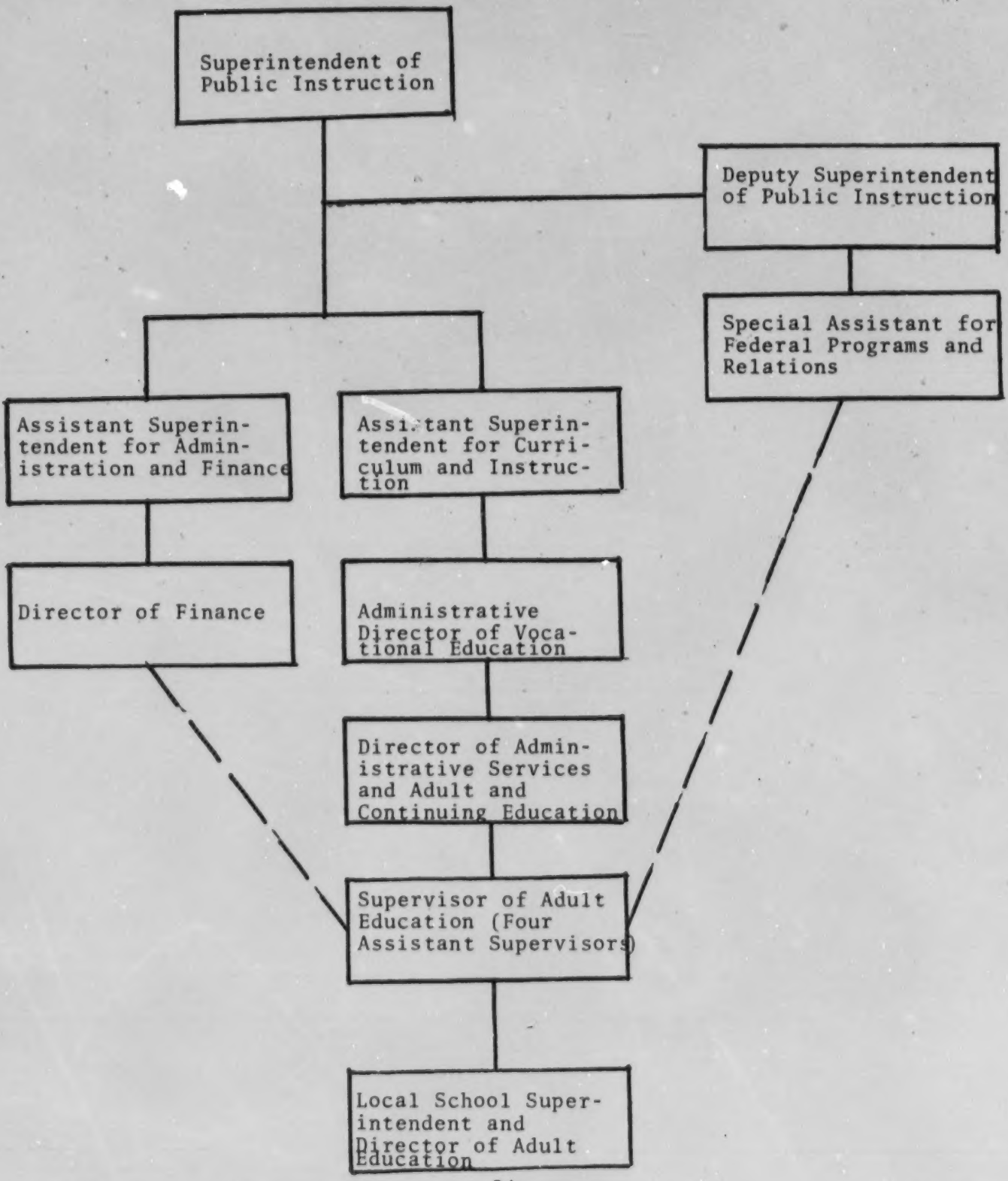
Notification of the availability of special project funds will be provided on or about November 1 of

each fiscal year through the use of Superintendent's Memo and public notice printed in nine newspapers. Any school division or agency wishing to conduct a special project or teacher training activity which would necessitate funds beyond regular program requirement, must submit, on an open competitive basis, a pre-application for such funds. After notification of the availability of funds, guidelines and dates for the 310 pre-applications will be available through the Adult Education Service, P. O. Box 6-Q, Richmond, Virginia 23216.

APPENDIX

APPENDIX - A

Virginia Department of Education Organizational Structure for Adult Education


Superintendent of Public Instruction
Deputy Superintendent of Public Instruction
Special Assistant for Federal Programs and Relations
Assistant Superintendent for Administration and Finance
Assistant Superintendent for Curriculum and Instruction
Director of Finance
Administrative Director of Vocational Education
Director of Administrative Services and Adult and Continuing Education
Supervisor of Adult Education (Four Assistant Supervisors)
Local School Superintendent and Director of Adult Education

GOAL I

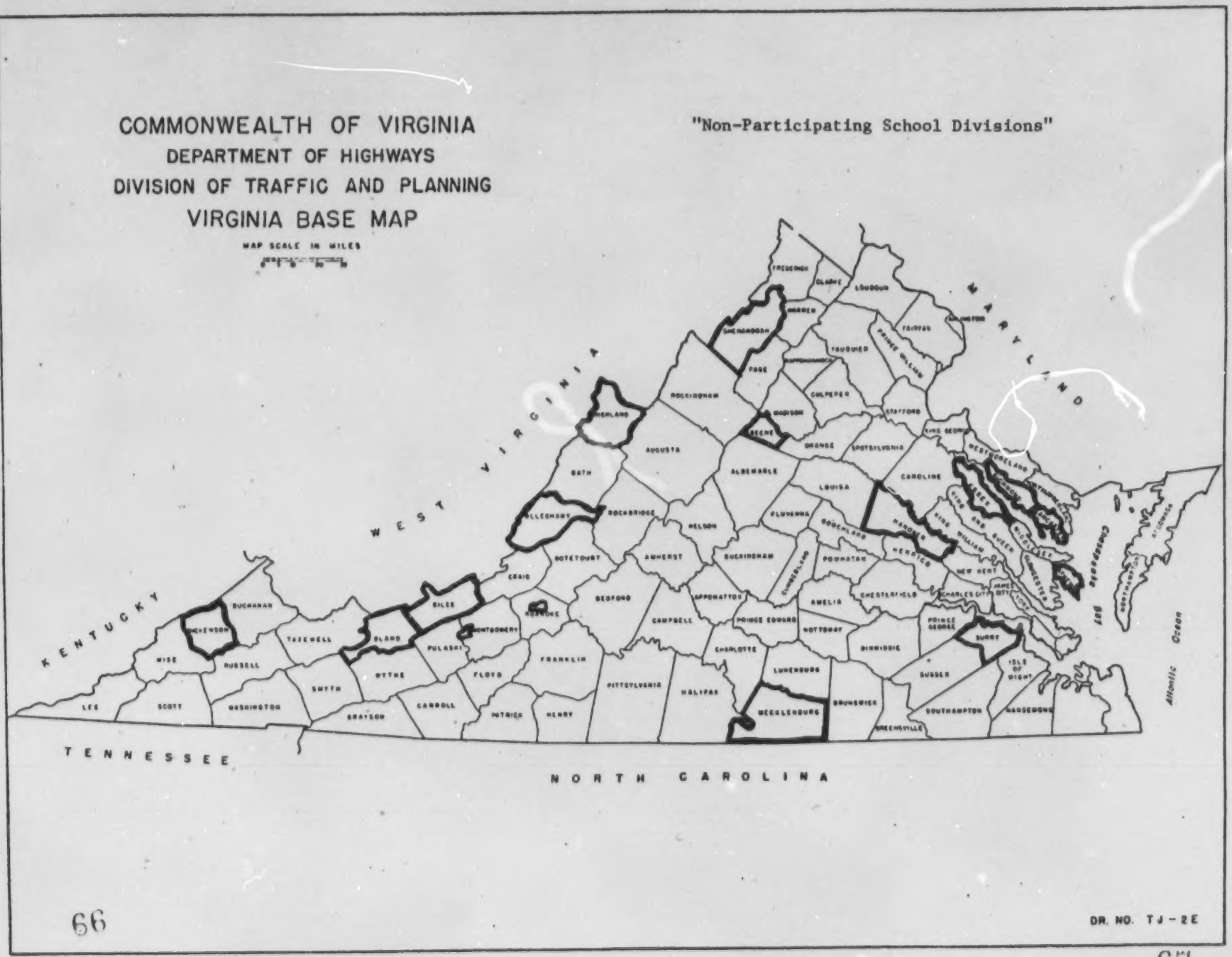
Appendix - B

State Goals, Objectives and Strategies - FY 79-82

To maintain or expand program enrollment in all existing programs providing the best possible educational opportunities for all segments of the population which will enable these participants to develop their competency to become more employable, productive, and responsible citizens. Specific interest will be directed toward political subdivisions where Adult Basic Education instruction does not exist. (Map attached). The approximate percentage of funds to be utilized for fulfillment of these Goals and Objectives are as follows: 80% of Section 306 and 10% of Section 310 funds.

OBJECTIVE	STRATEGIES		
	FY 80	FY 81	FY 82
	ADMINISTRATIVE STRATEGIES		
I.A. To increase overall participation in the program by increasing enrollment by five percent (5%) and decreasing dropout rate by ten percent (10%).	A.1 to develop memorandum of agreement between the Virginia Adult Education Service and State Manpower Services councils and other appropriate state agencies including Community Education, CETA and the Office on Aging.	A.1 to develop memorandum of agreement between the Virginia Adult Education Service councils and other appropriate state agencies including Community Education, CETA and the Office on Aging.	A.1 to develop memorandum of agreement between the Virginia Adult Education Service and State Manpower Services councils and other appropriate state agencies including Community Education, CETA and the Office on Aging.
	A.2 to develop memorandum of agreement between local adult education programs and appropriate local or regional agencies, organizations and institutions that serve the adult population.	A.2 to develop memorandum of agreement between local adult education programs and appropriate local or regional agencies, organizations and institutions that serve the adult population.	A.2 to develop memorandum of agreement between local adult education programs and appropriate local or regional agencies, organizations and institutions that serve the adult population.
	A.3 to initiate adult basic education instruction in three (3) non participating school divisions through visitation and other appropriate means. (map attached)	A.3 to initiate adult basic education instruction in three (3) non-participating school divisions through visitation and other appropriate means (map attached)	A.3 to initiate adult basic education instruction in three (3) non-participating school divisions through visitation and other appropriate means. (map attached)

OBJECTIVE	STRATEGIES		
	FY 80	FY 81	FY 82
	ADMINISTRATIVE STRATEGIES		
	A. 4 to provide technical assistance to local program supervisor in planning local and regional student recruitment programs based on the "Programs Promotional" 309 - 79 project.	A. 4 to provide technical assistance to local program supervisor in planning local and regional student recruitment programs based on the "Programs Promotional" 309-79 project.	A. 4 to provide technical assistance to local program supervisor in planning local and regional student recruitment programs based on the "Programs Promotional" 309-79 project.


COMMONWEALTH OF VIRGINIA
DEPARTMENT OF HIGHWAYS
DIVISION OF TRAFFIC AND PLANNING
VIRGINIA BASE MAP
MAP SCALE IN MILES
"Non-Participating School Divisions"
KENTUCKY
WEST VIRGINIA
MARYLAND
TENNESSEE
NORTH CAROLINA
Atlantic Ocean
DR. NO. TJ-2E

OBJECTIVE	STRATEGIES		
	FY 80	FY 81	FY 82
	ADMINISTRATIVE STRATEGIES (cont.)		
	A.5 to provide through 310, funds to develop linkages between the local adult education programs and community agencies and institutions in most rural areas and urban areas of high unemployment and areas with concentrations of foreign born nationals.	A.5 to provide through 310, funds to develop linkages between the local adult education programs and community agencies and institutions in most rural areas and urban areas of high unemployment and areas with concentrations of foreign born nationals.	A.5 to provide through 310, funds to develop linkages between the local adult education programs and community agencies and institutions in most rural areas and urban areas of high unemployment and areas with concentrations of foreign born nationals.
	A.6 to initiate an adult basic education instructional program in one additional industrial or business site in cooperation with and as preparation for entry into existing apprenticeship or other training program.	A.6 to initiate an adult basic education instructional program in one additional industrial or business site in cooperation with and as preparation for entry into existing apprenticeship or other training program.	A.6 to initiate an adult basic education instructional program in one additional industrial or business site in cooperation with and as preparation for entry into existing apprenticeship or other training program.
	A.7 to reduce the administrative and instructional time needed to compile necessary reports by evaluating and refining the program data collection system.	A.7 to reduce the administrative and instructional time needed to compile necessary reports by evaluating and refining the program data collection system.	A.7 to reduce the administrative and instructional time needed to compile necessary reports by evaluating and refining the program data collection system.

OBJECTIVE	STRATEGIES		
	FY 80	FY 81	FY 82
	A.8 to provide for a more equitable distribution of funds by refining the funding formula.	A.8 to provide for a more equitable distribution of funds by refining the funding formula.	A.8 to provide for a more equitable distribution of funds by refining the funding formula.
	A.9 to encourage, through onsite visitation and consultation, consolidation of local part-time supervisory responsibilities for GAE, ABE and GED into a single supervisory position in four (4) localities.	A.9 to encourage, through onsite visitation and consultation, consolidation of local part-time supervisory responsibilities for GAE, ABE and GED into a single supervisory position in two (2) localities.	A.9 to encourage, through onsite visitation and consultation, consolidation of local part-time supervisory responsibilities for GAE, ABE and GED into a single supervisory position in one (1) locality
	NEEDS ASSESSMENT STRATEGIES		
	A. 10 to more accurately identify the needs of the target population by convening the Four Regional Virginia Participatory Planning Committee twice a year.	A. 10 to more accurately identify the needs of the target population by convening the Four Regional Virginia Participatory Planning Committee twice a year.	A.10 to more accurately identify the needs of the target population by convening the Four Regional Virginia Participatory Planning Committee twice a year.
	A. 11 to more accurately identify the needs of the target population by the development of local Participatory Planning Committees (as cited in Sect. 3.5:6)	A. 11 to more accurately identify the needs of the target population by the development of local Participatory Planning Committees (as cited in Sect. 3.5:6).	A.11 to more accurately identify the needs of the target population by the development of local Participatory Planning Committees (as cited in Sect. 3.5:6).

OBJECTIVE	STRATEGIES		
	FY 80	FY 81	FY 82
	INSTRUCTIONAL DELIVERY STRATEGIES		
	A. 12 to provide technical assistance to local program supervisors in planning flexible, instructional schedules to meet target population needs.	A. 12 to provide technical assistance to local program supervisors in planning flexible, instructional schedules to meet target population needs.	A. 12 to provide technical assistance to local program supervisors in planning flexible, instructional schedules to meet target population needs.
	A. 13 to provide technical assistance to local program supervisors in planning convenient accessible class locations to meet target population needs.	A. 13 to provide technical assistance to local program supervisors in planning convenient, accessible class locations to meet target population needs.	A. 13 to provide technical assistance to local program supervisors in planning convenient, accessible class locations to meet target population needs.
	A. 14 to provide technical assistance to local program supervisors and instructional staffs to design programs to meet individual student needs using APL components.	A. 14 to provide technical assistance to local program supervisors and instructional staffs to design programs to meet individual student needs using APL components.	A. 14 to provide technical assistance to local program supervisors and instructional staffs to design programs to meet individual student needs using APL components.
	A. 15 to provide technical assistance to local program supervisors and instructional staffs to design intake procedures including counseling services and teacher-student goal setting.	A. 15 to provide technical assistance to local program supervisors and instructional staffs to design intake procedures including counseling services and teacher-	A. 15 to provide technical assistance to local program supervisors and instructional staffs to design

OBJECTIVE	STRATEGIES		
	FY 80	FY 81	FY 82
		A. 15 student goal setting.	A. 15 intake procedures including counseling services and teacher-student goal setting.
	A. 16 to maintain an enrollment of five percent (5%) of those adults with limited English Speaking ability.	A. 16 to maintain an enrollment of five percent (5%) of those adults with limited English Speaking ability.	A. 16 to maintain an enrollment of five percent (5%) of those adults with limited English Speaking ability.
	A. 17 to maintain the existence of the material resource centers in order to keep teachers aware of available materials.	A. 17 to maintain the existence of the material resource centers in order to keep teachers aware of available materials.	A. 17 to maintain the existence of the material resource centers in order to keep teachers aware of available materials.
	EVALUATION STRATEGIES		
	A. 18 to provide leadership from the State Agency to the local adult education personnel through at least one (1) visit to each local educational agency operating an ABE program in identifying resources, administrative problems and solutions, instructional problems and solutions, and in evaluating progress toward the goals established.	A. 18 to provide leadership from the State Agency to the local adult education personnel through at least one (1) visit to each local educational agency operating an ABE program in identifying resources, administrative problems and solutions, instructional problems and solutions, and in evaluating progress toward	A. 18 to provide leadership from the State Agency to the local adult education personnel through at least one (1) visit to each local educational agency operating an ABE program in identifying resources, administrative problems

OBJECTIVE	STRATEGIES		
	FY 80	FY 81	FY 82
	EVALUATION STRATEGIES (cont.)		
		A. 18 the goals established.	A. 18 and solutions, and in evaluating progress toward the goals established.
	A. 19 to convene the Virginia Participatory Planning Committee for the purpose of evaluating of progress toward meeting the goals, objectives and strategies of this plan.	A. 19 to convene the Virginia Participatory Planning Committee for the purpose of evaluating of progress toward meeting the goals, objectives and strategies of this plan.	A. 19 to convene the Virginia Participatory Planning Committee for the purpose of evaluating of progress toward meeting the goals, objectives and strategies of this plan.
	A. 20 to provide technical assistance to the local program staff and local PPC's to evaluate the progress toward meeting the local goals, objectives, and strategies.	A. 20 to provide technical assistance to the local program staff and local PPC's to evaluate the progress toward meeting the local goals, objectives, and strategies.	A. 20 to provide technical assistance to the local program staff and local PPC's to evaluate the progress toward meeting the local goals, objectives, and strategies.
	A. 21 to convene the state staff at least once a year to evaluate the progress toward meeting goals, objectives, and strategies cited in this plan.	A. 21 to convene the state staff at least once a year to evaluate the progress toward meeting goals, objectives, and strategies cited in this plan.	A. 21 to convene the state staff at least once a year to evaluate the progress toward meeting goals, objectives, and

OBJECTIVE	STRATEGIES		
	FY 80	FY 81	FY 82
	EVALUATION STRATEGIES (cont.)		strategies cited in this plan.
	A. 22 to develop a questionnarie which will be administered to a random sample of local agencies to determine the success of memoranda of agreement and resulting linkage.	A. 22 to refine a questionnaire which will be administered to a random sample of local agencies to determine the success of memoranda of agreement and resulting linkage.	A.22 to refine a questionnaire which will be administered to a random sample of local agencies to determine the success of memoranda of agreement and resulting linkage
	A. 23 to develop and field test a management review for quality to be used in conjunction with local program and project visitation.	A. 23 to refine the management review for quality to be used in conjunction with local program and project visitation.	A.23 to refine the management review for quality to be used in conjunction with local program and project visitation.
	STAFF DEVELOPMENT STRATEGIES A. 24 to increase the skills of the instructional staff through staff development activities for all instructional personnel through 310 activities.	A. 24 to increase the skills of the instructional staff through staff development activities for all instructional personnel through 310 activities.	A.24 to increase the skills of the instructional staff through staff development activities for all instructional personnel through 310 activities.

OBJECTIVE	STRATEGIES		
	FY 80	FY 81	FY 82
	A. 25 to provide technical assistance to local program personnel in developing and implementing local and/or regional pre-service and in-service training activities.	A. 25 to provide technical assistance to local program personnel in developing and implementing local and/or regional pre-service and in-service training activities.	A. 25 to provide technical assistance to local program personnel in developing and implementing local and/or regional pre-service and in-service training activities.
	A. 26 to improve the delivery of instructional services by identifying and dissiminating innovative methods and materials through at least one 310 dissemination activity.	A. 26 to improve the delivery of instructional services by identifying and dissiminating innovative methods and materials through at least one 310 dissimination activity.	A. 26 to improve the delivery of instructional services by identifying and disseminating innovative methods and materials through at least one 310 dissemination activity.
	A. 27 to provide a management development workshop for 100 local ABE supervisors and/or administrators.	A. 27 to provide a management development workshop for local ABE supervisors and/or administrators.	A. 27 to provide a management development workshop for 100 local ABE supervisors and/or administrators.
	A. 28 to carry out those staff development activities cited in Goal II.	A. 28 to carry out those staff development activities cited in Goal II.	A. 28 to carry out those staff development activities cited in Goal II.

80

81

GOAL II

To provide staff development activities as cited in the six year plan for staff development for [illegible]sonnel through Virginia institutions of higher learning and local efforts that the instructors might be [illegible]pared to provide instruction of a nature that is sex bias free to assist the socially, economically and educa[illegible]onally deprived participants in obtaining the competencies necessary to become more employable, productive, and responsible citizens. The approximate percentage of funds to be utilized for fulfillment of these Goals and Objectives are as follows: 5% of Section 306 and 60% of Section 310.

OBJECTIVES	1980	1981	1982
A. To implement the five year staff development delivery system (ABEI) to reach 400 ABE Personnel.	A1. To contact through the utilization of 310 funds for the implementation of the third year of the five-year staff development plan. (Adult Learner/Teaching Techniques)	A1. To contract through the utilization of 310 funds for the implementation of the fourth year of the five-year staff development plan. (Teaching Techniques/ Curriculum Development)	A1. To contract through the utilization of 310 funds for the implementation of the fifth year of the five-year staff development plan. (Curriculum Development).
B. To develop a second five-year, staff development delivery system to reach 800 ABE personnel annually.	B1. To reestablish the Virginia Staff Development Advisory Board, to evaluate progress on the 1st five-year plan (ABE I) and establish a new staff development system to be initiated FY 82 (ABE II)	B1. To establish the necessary 306 and 310 priorities to accomplish the ABE II five-year staff development plan.	B1. To implement the ABE II five-year plan for staff development.
C. To encourage professional development of all ABE personnel through university studies.	C1. To encourage through professional contact with institutions of higher education the offering of five (5) three-hour off-campus classes (credit or non-credit).	C1. To encourage through professional contact with institutions of higher education the offering of five (5) three-hour off-campus classes (credit or non-credit).	C1. To encourage through professional contact with institutions of higher education the offering of five (5) three-hour off-campus classes (credit or non-credit).
	C2. To encourage, through visitation and consultation, local ABE personnel involvement in on-campus and off-campus studies sponsored by institutions of higher education.	C2. To encourage, through visitation and consultation, local ABE personnel involvement in on-campus and off-campus studies sponsored by institutions of higher education.	C2. To encourage, through visitation and consultation, local ABE personnel involvement in on-campus and off-campus studies sponsored by institutions of higher education.

GOAL III

To carry out formalities and studies evaluation of all projects and programs as they exist in the 141 school divisions to ensure wise use of funds and effective results and to use the results of the evaluation processes for the improvement of program service. The approximate percentage of funds to be utilized for fulfillment of these Goals and Objectives are as follows: 15% of Section 306 and 30% of Section 310.

OBJECTIVES	1980	1981	1982
A. To conduct a formative and summative evaluation of each program within the four (4) supervisory areas to determine progress toward meeting the goals, objectives, and strategies of this plan.	A1. To make at least one (1) onsite visitation by an assistant program supervisor to each local program for the purpose of monitoring and evaluating.	A1. To make at least one (1) onsite visitation by an assistant program supervisor to each local program for the purpose of monitoring and evaluating.	A1. To make at least one (1) onsite visitation by an assistant program supervisor to each local program for the purpose of monitoring and evaluating.
	A2. To have at least two (2) local program audits by the federal program audit service of the Department of Education, Commonwealth of Virginia.	A2. To have at least two (2) local program audits by the federal program audit service of the Department of Education, Commonwealth of Virginia.	A2. To have at least two (2) local program audits by the federal program audit service of the Department of Education, Commonwealth of Virginia.
	A3. To increase the availability of evaluative data through the utilization of program data system. (P. D. S.)	A3. To increase the availability of evaluative data through the utilization of program data system. (P. D. S.)	A3. To increase the availability of evaluative data through the utilization of program data system. (P. D. S.)
	A4. To convene the four regional Virginia PPCs twice a year to evaluate the progress toward the goals, objectives and strategies of this plan and to seek recommendations for correction.	A4. To convene the four regional Virginia PPCs twice a year to evaluate the progress toward the goals, objectives and strategies of this plan and to seek recommendations for correction.	A4. To convene the four regional Virginia PPCs twice a year to evaluate the progress toward the goals, objectives and strategies of this plan and to seek recommendations for correction.

GOAL III

OBJECTIVES	1980	1981	1982
	A5. To provide technical assistance to the local program supervisor and the local PPC to assist them in convening and evaluating the progress toward the local goals, objectives and strategies.	A5. To provide technical assistance to the local program supervisor and the local PPC to assist them in convening and evaluating the progress toward the local goals, objectives and strategies.	A5. To provide technical assistance to the local program supervisor and the local PPC to assist them in convening and evaluating the progress toward the local goals, objectives and strategies.
B. To integrate evaluation results into planning process for the subsequent fiscal year.	B1. To analyze reports to determine accordance with all guidelines, rules, regulations, goals, and objectives and take corrective action where needed.	B1. To analyze reports to determine accordance with all guidelines, rules and regulations, goals, and objectives and take corrective action where needed.	B1. To analyze reports to determine accordance with all guidelines, goals, and objectives and take corrective action where needed
	B2. To hold a yearly evaluative state staff meeting to evaluate the programs' progress by using the following: visitation findings, monthly reports, end-of-year reports, PPC reports and other pertinent data.	B2. To hold a yearly evaluative state staff meeting to evaluate the local programs' progress by using the following: visitation findings, monthly reports, and end-of-year reports.	B2. To hold a yearly evaluative state staff meeting to evaluate the local programs' progress by using the following: visitation findings, monthly reports, and end-of-year reports.
	B3. To hold a yearly evaluative state staff meeting to apply evaluative data received to the appropriate aspects of the program and make necessary corrections in operations and/or objectives and strategies.	B3. To hold a yearly evaluative state staff meeting to apply evaluative data received to the appropriate aspects of the program and make necessary corrections in opera-	B3. To hold a yearly evaluative state staff meeting to apply evaluative data received to the appropriate aspects of the

GOAL III

OBJECTIVES	1980	1981	1982
		tions and/or objectives and strategies.	program and make necessary corrections in operations and/or objectives and strategies.
	B4. To incorporate the results of the evaluation activities of Goal I into this process.	B4. To incorporate the results of the evaluation activities of Goal I into this process.	B4. To incorporate the results of the evaluation activities of Goal I into this process.

Application Criteria: Acceptable applications shall include the following items that are appropriate to the local population:

(1) a general introduction that reflects the purpose and scope of the legislation and the General Education Provisions Regulations. This introduction will also include pertinent definitions of terms used in the application;

(2) a description of the decision making framework regarding the operation of the adult education program including: (1) the local organizations capability to provide the program; (2) the organizational framework, and (3) the local organizations role in the decision making format. The description will also include rationale and criteria for selection of the local participatory planning committee and its role in decision making (where applicable);

The local PPC will include representatives of business and industry, labor unions, public and private educational agencies and institutions, churches, fraternal and voluntary organizations, community organizations, manpower and training agencies, and residents of the geographic area served and other entities concerned with adult education;

This body will assist the local program staff in identifying needs and resources and in evaluation of program achievements during the three years addressed by this application. The local PPC need not be formed in preparation of this application;

(3) a need statement that cites the demographic data relevant to the total adult population and the percentage of target population in the area to be served and the resources that are available and federal ABE funds requested. The activities of this plan must address the needs analysis;

(4) a schedule of implementation that cites beginning and ending dates, the number of classes, the number of hours of instruction, the frequency of class meetings, and the points at which the progress of the program is to be evaluated;

(5) a statement of general provisions which reflect the language and intent of the state provisions regarding (1) basic skills, (2) secondary level of instruction, and (3) the increased potential in employability and productiveness of the participants. An additional statement will cite student eligibility requirements for entrance to the program;

(6) statements of administrative provisions for quality that include (1) service accessibility to all segments of the population, (2) cooperation and coordination with CAP, WIN, VISTA, CETA, Model cities, Vocational Education, and other appropriate agencies, institutions and organizations in the locality that serve the adult population. This statement will insure that copies of Memorandum of Agreement between the local adult education agency and those other bodies will be submitted to the Virginia Supervisor of Adult Education and thereby become a part of the local program plan;

(7) a statement as to the means by which the needs and resources of the community are to be determined including periodic determination by the local PPC;

(8) a statement as to the means by which the delivery of services will be expanded through the involvement of agencies, institutions, and organizations other than the funded agency;

(9) a statement that reflects the means by which the local PPC will be used in an outreach effort in the community;

(10) a statement that reflects the means by which (a) flexible class scheduling will be provided; (b) transportation services will be explored and identified, and the use of adult education funds for this item will be in accordance with the procedures cited in the plan (Section 3.5:7); and (c) child care sources will be explored and identified, and the use of adult education funds for this item will be in accordance with procedures cited in the plan (Section 3.5:7);

(11) a statement that if level three (Grades 9-12) instruction is approvable, a maximum of twenty per cent (20%) of allocated funds will be expended for that instruction;

(12) a statement that special emphasis will be given to adult basic education to serve those adults who are least educated and most in need;

(13) a statement that special assistance will be given if applicable to the needs of persons who have limited English speaking abilities through English as a Second Language instruction;

(14) a statement that special assistance will be given if applicable to immigrants;

(15) a statement that such fiscal control and fund accounting procedures will be provided to assure proper disbursement of and accounting for federal funds and that student records will be maintained and supported as required;

(16) a statement that instructional, supervisory, and administrative personnel involved in the local agency program will be certified individuals and employed by the local board sponsoring the adult education program. Exceptions will be made in cases where individuals, through their experience and background, would be particularly suited for employment;

(17) a statement that no more than twenty percent (20%) will be expended for administrative and supervisory services, unless exceptions are granted;

(18) the needs analysis and resource identification methodology and results are described and cited;

(19) the goals, objectives, and strategies presented (a) reflect the state goals, (b) reflect the locally identified needs and resources, (c) cite the number of students to be served, (d) include instruction that is (1) based on the

individual student's needs, (2) involves mutual educational goal setting between teacher and student, and (3) involved adult oriented materials;

(20) an evaluation or program achievements section that involves the local PPC and includes but does not limit the evaluation to only (a) the success of recruitment methods, (b) attendance rate compared to previous year, (d) grade level increases as determined by pre-test, post-test, (e) the number of completions (through eighth grade level), (f) a follow-up on completers, (g) cost per person served, (h) cost per positive completion, and (i) the success of linkage with area agencies, institutions and organizations;

(21) a plan of in-service training is included. The local ABE supervisors may utilize ten paid hours for in-service and pre-service training with their local staff. The scheduling of this training is left to the discretion of the local supervisor to be conducted on a local or regional basis. It is the State staff intent that this paid in-service or pre-service training will present the opportunity to air instructional and admini-

strative concerns and to find solutions relevant to the classroom instruction aspect of the respective Adult Education Program;

An agenda and timetable of the local pre-service and/or in-service training session must be submitted one month in advance of the scheduled date to your respective area supervisor for approval. When reporting the workshop session, use the VABE-401 form and add this information at the bottom of your regular monthly report or on a sheet by itself, depending upon the size of your staff;

Where unusual need can be justified for local or regional training, additional hours of in-service may be requested under this section of the local program plan. The cost of additional hours of in-service will not be paid unless written approval is obtained in advance;

(22) include statements of compliance with the federal legislation cited below. If these statements are already on file with the Adult Education Service, Virginia Department of Education, a letter to that effect signed by the applicant's superintendent or agency head must accompany the application;

a. Civil Rights Act - HEW Form 441

b. Protection of Human Subjects - HEW Form 596

c. Title I - HEW Form 639A

d. Privacy Act of 1974 - Public Law 93-579

e. Freedom of Information - Public Law 93-504

f. Section 504 of the Rehabilitation Act - HEW Form 641

(23) a detailed budget showing ten percent (10%) cash match will be included and amended on a yearly basis.

Note: All references cited in the body of this Appendix are taken from the State Plan.

QK.031
VABE - 401
5/78
Due the 10th of each month

ADULT BASIC EDUCATION
End-of-Month Status Report
Regular Classes Only

School Division _____

Month of _____

1	2	3	4	5	6	7	8	9	10
Teachers Name	Location of Class	No. Class Meetings	Total Teacher Hrs.	Total Aide Hrs.	Total Students Present	Total Student Hrs. Pres.	Total New Students	Total Separations	Membership at Last Class
Lavendar, A.	Bethel Hi.	8	30	30	80	240	10	0	10
Holcomb, P.	Williams	8	30	0	88	264	2	1	14
Dilday, M.	Goodyear	8	30	30	90	270	1	1	15
IN-SERVICE OR PRE-SERVICE TRAINING SESSIONS									
Lavdndar, A.			2 hrs.						
Holcomb, P.			2 hrs.						
Dilday, M.			2 hrs.						
(and other staff persons)									
Page Total									
Grand Total									

PERSON PREPARING REPORT _____

APPENDIX D

98

77

99

APPENDIX E

Maintenance of Effort

Local School Divisions and other agencies will have available for expenditure for Adult Basic Education from non-Federal sources for the succeeding fiscal year, an amount which will not be less than the fiscal effort of the preceding fiscal year.

APPENDIX F

MEMORANDUM OF UNDERSTANDING

BETWEEN THE

RICHMOND AREA MANPOWER PLANNING SYSTEM

AND THE LOCAL ADULT EDUCATION DEPARTMENT OF:

References:

1. Comprehensive Employment and Training Act, 1973.
2. Adult Education Act (P. L. 93-380).

Background:

Manpower planning is an attempt to increase the employability of the unemployed, the underemployed, and those who remain outside of the labor force through a comprehensive approach to the delivery of services. Reaching this goal can be facilitated through the coordination of existing social services that seek to realize the full potential of all human resources.

Statement of Purpose:

The Richmond Area Manpower Planning System (RAMPS) is a consortium set up for the planning and operation of Manpower Programs under the CETA legislation of 1973. RAMPS is committed to serving the economically disadvantaged heads of households, economically disadvantaged, other adults and youths.

The local Adult Education representatives within the RAMPS jurisdiction are empowered to provide such services as may be necessary to carry out the intent and purposes of the Adult Education Act.

Recognizing the need for close working relationships and coordination in carrying out the responsibilities for which each is charged, the Adult Education representatives of each locality and the Richmond Area Manpower Planning System (RAMPS) enter into this Memorandum of Understanding as the foundation for enduring, cooperative working relationship toward the delivery of Manpower Services.

It is mutually agreed that:

1. RAMPS and the local Adult Education Service representative will exchange information specifically related to Adult Education. This information will include but is not limited to the funds and programs available.

2. Coordination is to be established between RAMPS Advisory Committees and the designated Adult Education Service representatives. This coordination will include an Adult Education Service representative serving on the RAMPS Technical Advisory Council.

3. The Adult Education representatives will make RAMPS aware of the information and services that can be provided at the local level.

4. RAMPS and the Adult Education representatives will mutually render, or assist in rendering

joint enrollment services, as needed to CETA/ Adult Education enrollees. Note that in the counties, where only an Adult Work Experience Component is functioning, CETA enrollees could be scheduled to take Adult Education classes, as the slots became available. Adult Education representatives shall enable the RAMPS Manpower Coordinator of the locality to discuss the CETA with those students not enrolled in the program.

5. The Adult Education representatives will, to the extent possible, be available to render assistance at the request of RAMPS if special needs arise other than those covered in regular TAC meetings.

6. The following coordination will be utilized within the RAMPS region with respect to Adult Education training:

    a. When a training program involving Adult Basic Education and/or GED preparatory classes is proposed, RAMPS will advise the local Adult Education representative of the proposal.

b. The Adult Education representative of the locality that will receive the training program will advise RAMPS with the maximum information on the need for the proposed training. The representative will also advise RAMPS of the probability of continued training through existing Adult Education classes.

c. The Adult Education representative will make his/her recommendation to RAMPS concerning the proposed training.

d. RAMPS will make the determination to fund or not fund the proposed training.

7. The Adult Education representatives will provide RAMPS with general entry level requirements for Adult Education programs in his/her area.

8. A representative of RAMPS will periodically attend the local Adult Education Service staff meetings to provide a linkage for close coordination at the local level.

9. The Adult Education representative of the Technical Advisory Council will be the chief resource person on all adult education matters.

The representative will rely on a liaison officer of the State Department of Education, Adult Education Services, to provide information on adult education programs in the four counties served by RAMPS and to be helpful as the need may arise.

10. This memorandum may be amended by agreement of all parties.

11. This memorandum may be terminated by any party upon written notice to the other parties at least ninety (90) days prior to the date of termination specified by the withdrawing party.

In witness whereof, the parties hereto have executed this agreement on the day, month, and year indicated.

Adult Education Representative,

By:_____ _____Date:_____

Adult Education Representative,

By:_____ _____Date:_____

Adult Education Representative,

By:_____ _____Date:_____

Adult Education Representative,

By:_____ _____Date:_____

Adult Education Representative,

By: _____ Date: _____

State Department of Education, Adult Education Service

By: _____ Liaison Officer

Date: _____

Richmond Area Manpower Planning System

By: _____ Manpower Administrator

Date: _____

APPENDIX G

TESTING ADDRESSES

1. TABE (TEST OF ADULT BASIC EDUCATION)

   CTB/McGraw-Hill
   Order Services Center
   Del Monte Research Center
   Monterey, California 93940

   (408) 649-8400

2. WRAT (WIDE RANGE ACHIEVEMENT TEST)

   Guidance Associates of Delaware, Inc.
   1526 Gilpin Avenue
   Wilmington, Delaware 19806

   (302) 652-4990

3. READ (READING EVALUATION - ADULT DIAGNOSIS)

   Literacy Volunteers of America, Inc.
   Sixth Floor Midtown Plaza
   700 East Water Street
   Syracuse, N. Y. 13210

4. ABLE (ADULT BASIC LEARNING EXAMINATION)

   Harcourt Brace Jovanovich, Inc.
   Testing Department
   757 Third Avenue
   New York, N. Y. 10017

FORMS

FORMS

FORMS

ADULT EDUCATION

Due Date	New Form Number	Old Report Number	Number of Copies	Report Title
Monthly - 10th	QK.033	VABE-400	Original	AALEC Monthly Report
	QK.031	VABE-401	Original	ABE End-of-Month Status Report
		VABE-402	Original	Teachers Monthly Report to Supervisor
Monthly - 30th (or quarterly)	QK.017	VABE-300	Original and one	ABE Request for Reimbursement
		VABE-301	Original	ABE Statement of Salaries
		VABE-302	Original	Program Material Purchase and Other Related Expenses
		VABE-601	Original	Committee Conference-Workshop Requisition for Reimbursement
July 3	QK.024	VABE-100	Original and One	ABE Program Application
July 14	QK.021	VABE-700		ABE -Supervisor Report
		VABE-701		-Class Data Sheet
		VABE-702		-Student Data Sheet

Due Date	New Form Number	Old Report Number	Number of Copies	Report Title
(As Needed)	QK.022	VABE-500	Original and one	Equipment Record Card
	QK.023	VABE-501	Original	Inventory Equipment and Permanent Type Materials
August 1	QK.019			Adult Education Directory
October 31	QK.004			GED Testing Schedule
November 8	Supt. Memo			Notice of Availability of Funds for Special Experimental Demonstration Projects and Teacher Training in Adult Education
May 11	QK.020			ABE Letter of Intent

QK.024
VABE 100

_____
Agency/Organization

THREE YEAR PROGRAM PLAN

Adult Education Act, as Amended
(Public Law 95-561)

Submit in Duplicate

COVER SHEET

☐ Three Year Program Plan for Adult Basic Education Programs under Adult Education Act.

☐ Amendment to Three Year Program Plan for Adult Basic Education Programs under Adult Education Act.

Submitted to serve the eligible population of _____ in
county/city

accordance with the provisions of the Adult Education Act and the Regulations promulgated thereunder.

Submitted by _____
agency/organization

By _____
(Superintendent or Agency Head)

_____
(Title)

_____
Date of Submission

TO BE COMPLETED BY THE DEPARTMENT OF EDUCATION:

Date on which plan or amendment is effective: _____

Approval Recommended _____ _____
Assistant Area Supervisor (Date)

Approved _____ _____
Supervisor of Adult Education (Date)

Submit in Duplicate

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
ADULT EDUCATION SERVICE
P.O. BOX 6-Q
RICHMOND, VIRGINIA 23216

☐ Original

☐ Amendment

Budget Summary Sheet

_____ date submitted

_____ county/city

_____ period covered

Maintenance of effort (to be completed ONLY when application is for program renewal)
Total local effort for past two years:
A. For year ending June 30, 19___ $_____
B. For year ending June 30, 19___ $_____

Budget Request Summary	Total Expenditures*	Local Share Min. 10% of TE	Fed. Funds Requested
A. Direct Cost			
1. Administration, Supervision, and Supporting Services (not to exceed 20% of the total direct cost)	$_____	$_____	$_____
2. Instructional Services (not less than 80% of the total direct cost)	$_____	$_____	$_____
TOTAL DIRECT COST	$_____	$_____	$_____
B. Indirect Cost (if approved)	$_____	$_____	$_____
TOTAL COST OF PROGRAM (total *)	$_____	$_____	$_____

*Includes ALC when applicable

Certification

The applicant designated below hereby applies for funds to provide instructional services to meet the needs of undereducated adults as set forth in this application.

_____ Mailing Address

_____ Telephone (Area Code & Number)

_____ City State Zip

_____ Signature of Authorized Representative

_____ Signature Superintendent or Agency Head

_____ Title

_____ Date

FOR STATE USE ONLY

_____ Amount Approved

_____ Date

_____ Signature Supervisor of Adult Education

Submit in Duplicate

ADULT BASIC EDUCATION
Budget Worksheet
FY ____

Duration of Program
_____
to
_____

	Number	Rate	Hour or Monthly	Total	Subtotal
I. Administrative Budget					
A. Administrators and Supervisors Salary					
Type 1. _____					
Type 2. _____					
B. Counselors Salary					
Type 1. _____					
Type 2. _____					
C. Recruiters					
Type 1. _____					
Type 2. _____					
D. Secretarial Clerical					
Type 1. _____					
Type 2. _____					
E. Other Personnel (Title)					
Type 1. _____					
Type 2. _____					
Type 3. _____					
F. Adm. Employee Benefits (Total)					
G. Admin. Travel					
H. Rent					
I. Other Related Expenses (Specify)					
Type 1. _____					
Type 2. _____					
Total Administrative Budget					

Submit in Duplicate

	Number	Rate	# Hrs. /Week	# Weeks	Total
II. Instructional Budget					
A. Teachers					
Type 1. _____					
Type 2. _____					
Type 3. _____					
Type 4. _____					
Type 5. _____					
Type 6. _____					
					Total II A
B. Teacher Aides					
Type 1. _____					
Type 2. _____					
Type 3. _____					
Type 4. _____					
Type 5. _____					
					Total II B

C. Instructional Employee Benefits . . . . . _____

D. Instructional Materials . . . . . _____

E. Instructional Equipment . . . . . _____

F. Instructional Travel . . . . . _____

G. In-Service Training . . . . . _____

H. Other Related Expenses . . . . . _____

Total Instructional Budget . . _____

Total Budget . . . . . _____
(Administrative & Instructional)

Please use additional budget worksheets if necessary.

QK.017
Form VABE-300A

Complete in triplicate:
Original and one copy to State.

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
ADULT EDUCATION SERVICE
P. O. BOX 6Q
RICHMOND, VIRGINIA 23216

State Account #_____
Local Account Name/Acc. No.

_____

_____
Address

_____
DATE PREPARED

REQUISITION FOR REIMBURSEMENT

ADULT BASIC EDUCATION

From_____To_____
(Period covered by report)

Classification of Expenditures for which Reimbursement is Requested	a Total Direct Expenditure	b Local Direct* Expenditure	c Federal Funds Requested	d Approved (State Use Only)
I. ADM., SUPV., & SUPPORTIVE SER.				
A. Administration & Superv.	$	$	$	$
B. Counselors				
C. Recruiters				
D. Secretarial & Clerical				
E. Other Personnel				
F. Adm. Employee Benefits				
G. Administrative Travel				
H. Rent				
I. Other Related Expenses				
TOTAL ADM., SUPV., & SUP. SER.	$	$	$	$
II. INSTRUCTIONAL SERVICES				
A. Teachers	$	$	$	$
B. Teacher Aides				
C. Instr. Employee Benefits				
D. Instructional Materials				
E. Instructional Equipment				
F. Instructional Travel				
G. Other Related Expenses				
TOTAL INSTRUCTIONAL SERVICES	$	$	$	$
III. Total Direct Cost of Program	$	$	$	$

INDIRECT COST

DO NOT USE UNLESS APPROVED BY STATE DEPARTMENT FOR INDIRECT COST.

1. TOT. DIR. COST OF PROGRAM (Tot. Dir. Expenses Line III)	$_____	Approved:
2. TOT. INDIR. COST OF PROGRAM (If Approved) % used _____**	$_____	$_____
3. TOTAL COST OF PROGRAM (Sum of lines 1 & 2)	$_____	Date:
4. LOCAL COST OF PROGRAM	$_____***	Account #
5. FEDERAL FUNDS REQUESTED (Line 3 minus line 4)	$_____	_____

Of the total direct expenditures (Item III, Column a) shown above, $_____ was expended for grades 0-8 & $_____ was expended for GED Preparatory. No more than twenty percent (20%) of the total has been used for GED Preparatory.

We certify that the above is a true and accurate statement of expenditures incurred and that documents are on file in the office of the local School Board to substantiate payments for which reimbursement is claimed. It is further certified that none of the above amounts are claimed as reimbursement from any other State and/or Federal funds.

_____
NAME OF PERSON PREPARING BUDGET SUMMARY

_____
SCHOOL SUPERINTENDENT

_____
TITLE

117

_____
STATE SUPERVISOR OF ADULT EDUCATION

*Each category must be matched with Local Direct Expenditures of at least 10% of the Total Direct Expenditures.
**Must be approved by Finance Office, State Department of Education.
***Must be at least 10% of the Total Cost of Program. (INDIRECT COST, line 3)

INSTRUCTIONS FOR VABE-300-A

I. Administration, Supervision, and Supportive Services [Total not to exceed twenty percent (20%) of Total Direct Cost (III)]. Include the salary of part-time or full-time administrators.

A. Administration and/or Supervision: If the administrator or supervisor of the program prorates his or her time between ABE and other programs, prorate his or her salary accordingly and include only that part pertaining to ABE. Also include the supervisory portion of the master teacher's time.

B. Counselors: Include full/part time counselors salaries.

C. Recruitors: Include full/part time recruiters salaries.

D. Secretarial and Clerical: Include full/part time salaries.

E. Other Personnel: Include full/part time salaries.

F. Administrative Employee Benefits: Include employee benefits for salaries cited in this section-Section I.

G. Administrative Travel: Include travel for the Administrators and Supervisor.

H. Rent: Must be approved in writing by SDE.

I. Other Related Expenses: Include any other administrative expenses. (e.g. supplies, communications)

II. Instructional Services

A. Teachers: All ABE teachers' salaries.

B. Teacher Aides: All ABE teacher aides' salaries.

C. Instructors' Employee Benefits: Include employee benefits for those salaries cited in this section - Section II.

D. Instructional Materials: Instructional materials for use in ABE classroom.

E. Instructional Equipment: Instructional equipment for use in ABE classroom. NOTE: All equipment purchased must be approved by State Office.

F. Instructors' Travel: To be used for instructors' trips to professional meetings, instructional consultant travel, field trip travel within school division boundaries, but not for local use or to transport students to and from classes.

G. Other Related Expenses: Other instructional expenses (e.g. professional books).

Supporting document (must accompany VABE 300A)

1. Original copy of Statement of Salaries, Form 301. 2. Original copy of Instructional Materials & Supplies, Form VABE-302, with supporting copies of invoices attached. All supporting copies of invoices must carry the following information: (1) Number of check by which paid; (2) Date of check; (3) Amount of check; (4) Authorized signature (a rubber stamp for this purpose should be provided). 3. Original copy of Requisition for Travel Reimbursement, Form VABE-305

QK.017

VABE - 301
Complete in duplicate:
Original to the State
with VABE - 300A

ADULT BASIC EDUCATION

STATEMENT OF SALARIES FOR WHICH REIMBURSEMENT IS REQUESTED

School Division _____

Period _____ through _____

						Salaries Charged A.B.E.		Employee Benefits Charged A.B.E.					
Person Salary Was Paid & Social Security No. (1)	Position	Rate of Pay (3)	Per Hr. Mon. (4)	No. Hrs. Mons. Etc. (5)	Total Amount Paid (6)	Amount Charged to ABE Program (7)	Federal Funds Requested (8)	Social Security (9)	Retirement (10)	State Life (11)	Other (12)	Total Employee Benefits (13)	Federal Funds Requested (14)

119

120

We certify that the people above have been paid the salary shown and we, therefore, claim reimbursement in accordance with previous approval of State aid for these persons and positions. We further certify that this claim includes the costs which are attributable to the ABE Program.

PERSON PREPARING REPORT _____ TITLE _____ SIGNATURE OF AUTHORIZED PERSON _____ TITLE _____ DATE _____

Instructions for Reporting Salaries and Employee Benefits in the Adult Basic Education Program

Definition:

Full-time: Individuals employed full-time and devote 100% of their time to Adult Basic Education.

Pro-rated: Individuals employed full-time and who devote only a portion of their time to Adult Basic Education.

Part-time: Individuals paid either on an hourly or monthly basis for services rendered to Adult Basic Education over and beyond regular school duties.

Employer Share of Employee Benefits:

1. a. Full-time or pro-rated employee in Adult Basic Education Program for adults receives the same benefits as all other full-time employees in the school division.
   b. Part-time employees in the Adult Basic Education Program for adults shall receive employee benefits for social security only.
2. a. For all employees: To compute the employers share of Social Security, take 6.13% of each of the salaries charged to the ABE program. Social Security withholding is taken from the first $22,900.00 of gross salary only.
   b. For full-time or pro-rated employees only:
      (1) Retirement - To compute the employers share of the Retirement multiply the salary charged to ABE by 5.93%.
      (2) State Life Insurance Formula -
         (a) Take the yearly salary and round off to the next highest thousand.
            Example: $780.00/month x 12 months = $9,360.00 yearly salary.
            Round off to $10,000 - use 10 in the formula.
         (b) Insurance premium $.60 per thousand per month.
            Example: $.60 x 10 = $6.00 monthly premium on $10,000 annual salary.
         (c) Employer share 40% of premium on $10,000 annual salary.
            Example: $6.00 x .40 = $2.40 monthly employers share.
         (d) For pro-rated employee compute: % of time spent in ABE x Employer share of premium.
            Example: Employer share = $2.40, and % of time ABE = 25%.
            Then amount charged to ABE = $2.40 x 25% = $.60 per month.
      (3) Other - such as hospitalization if paid by the local school division.
3. Total amounts of salaries and employee benefits, recorded on Form VABE-301, must categorically agree with those recorded on Form VABE-300 under I. Personnel Services and II. Fixed Charges as Employee Benefits.
4. List all employees of one category together, such as, all teachers together, all teacher aides together, and etc.

Person Salary Was Paid Social Security No. (1)	Position (2)	Rate of Pay (3)	Per Hr. Mon. (4)	No. Hrs. Mons. Etc. (5)	Total Amount Paid (6)	Salaries Charged A.B.E.		Employee Benefits Charged A.B.E.					
						Amount Charged to ABE Program (7)	Federal Funds Requested (8)	Social Security (9)	Retirement (10)	State Life (11)	Other (12)	Total Employee Benefits (13)	Federal Funds Requested (14)
B. F. Smith 990-23-7548	Supervisor	820.	M	3	2460.00	615.00	553.50	$37.70	$36.47	1.92	-	$76.08	$68.47
L. O. Jones 999-11-6922	Teacher	6.00	H	60	360.00	360.00	324.00	$22.07	-	-	-	$22.07	$19.86

QK.017
Form VABE-302
Revised 5/78

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
ADULT EDUCATION SERVICE
P. O. BOX 6Q
RICHMOND, VIRGINIA 23216

COUNTY OR CITY

ADDRESS

From To
(Period covered by report)

PROGRAM MATERIALS PURCHASED
AND OTHER RELATED EXPENSES

ADULT BASIC EDUCATION

APPROVAL OF PURCHASES:

All permanent-type equipment or materials (hardware) regardless of cost must be approved prior to purchase by the Adult Education Service. Any single item costing $50.00 or more must also be approved prior to purchase. All permanent-type equipment regardless of cost such as film screens, filing cabinets, etc. must be listed on the inventory cards VABE-500 and assigned a Federal I.D. number. At the end of each fiscal year (prior to June 30), the inventory form VABE-501 must be filled out and mailed to the Adult Education Service in Richmond.

NOTE:

1. List other related expenses in the space provided; include telephone, postage, promotional expenses, office supplies, & prorated office expenditures.
2. List all purchase orders in the appropriate space provided.
3. (a) Attach copies of all invoices to this form and circle amounts charged to ABE.
   (b) Each invoice certified as follows: (1) No. of check by which paid;
   (2) Date of check; (3) Amount of check; (4) Authorized signature.
4. List each invoice.

1 INVOICE NUMBERS	2 SUPPLIER	3 AMOUNT CHARGED TO ABE
	1. OTHER RELATED EXPENSES	
		Column Total:
	2. EQUIPMENT	
		Column Total:

123

Continued to Back

1	2	3
INVOICE NUMBERS	SUPPLIER	AMOUNT CHARGED TO ABE
	3. SOFT-WARE	
		Column Total:

NOTE: If additional sheets are necessary to complete this list, continue the order with invoice numbers.

SIGNATURE OF PERSON PREPARING REPORT

TITLE

DATE

SIGNATURE OF PERSON APPROVING REPORT

TITLE

DATE

QK.017
Form VABE-305
5/78

Complete in duplicate:
Original to State

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
ADULT EDUCATION SERVICE
P. O. BOX 6Q
RICHMOND, VIRGINIA 23216

COUNTY OF CITY

ADDRESS

REQUISITION FOR TRAVEL/TRANSPORTATION REIMBURSEMENT

From _____ To _____
(Period covered by report)

ADULT BASIC EDUCATION

INSTRUCTIONS: Staff travel: For ABE supervisory activities; List only travel incurred in performance of service for ABE program.
For maximum allowance for mileage see page 17 of the ABE Administration Guide.
(not travel from residence to place of work and back)

PERSON RECEIVING TRAVEL AND/OR TRANSPORTATION REIMBURSEMENT	POSITION	MILES TRAVELED THIS PERIOD	COST THIS PERIOD MAX 15¢ PER MILE	ACCUMULATED COST

We certify that the supervisors, and other personnel as applicable have been paid for the actual travel/transportation incurred in performance of service for the Adult Basic Education Program shown and we therefore, claim reimbursement in accordance with previous approval of State Aid for travel for these persons and that only those costs are attributable to program/project noted above are included.

SIGNATURE OF PERSON PREPARING REPORT

TITLE

DATE: _____

SIGNATURE OF PERSON APPROVING REPORT

TITLE

DATE: _____

QK.033
VABE-400
Due Monthly - 10th

ADULT LEARNING CENTER
MONTHLY REPORT

Learning Center _____

School Division _____

Month of _____

1. Coordinator Hours Worked _____

2. Total Counselor Hours _____

I certify that the Record of Attendance has been kept according to instructions and that the data on this report is true and correct to the best of my knowledge and belief.

_____ Coordinator

_____ Date

a	b	c	d	e	f	g	h	i
Day of Week	Date of Month	Teacher Hours	Instr. Aide Hours	No. Students Present	No. Student Hrs. Present	New Students	Separations	Membership
Totals								X

QK.031
VABE - 401
5/78
Due the 10th of each month

ADULT BASIC EDUCATION
End-of-Month Status Report
Regular Classes Only

School Division _____

Month of _____

1	2	3	4	5	6	7	8	9	10
Teachers Name	Location of Class	No. Class Meetings	Total Teacher Hrs.	Total Aide Hrs.	Total Students Present	Total Student Hrs. Pres.	Total New Students	Total Separations	Membership at Last Class
Page Total									
Grand Total									

127

128

PERSON PREPARING REPORT _____

QK. 031
VABE-402
Due Monthly - 3rd

TEACHER'S MONTHLY REPORT TO THE SUPERVISOR*

Teacher's Name_____

School_____

School Division_____

Month of _____

a	b	c	d	e	f	g	h
Day of Month	Teacher Hours	Instr. Aide Hours	No. Students Present	No. Student Hrs. Present	New Students	Separations	Membership
Totals							X

I certify that the Register of Attendance has been kept according to instructions and that the data on this report are true and correct to the best of my knowledge and belief.

_____Teacher

_____Date

*The Teacher's monthly Reports are not cumulative.

Teacher's Monthly Report to the Supervisor:

This report is to be completed each month and torn out of the register and turned in to your local ABE supervisor. It is easier to complete the report if the information is recorded after each class meeting.

Col. a: Day of the Month is the date the class meets.
Col. b: Teacher Hours is the number of hours that the class meets during that class meeting.
Col. c: Instructional Aide Hours is the number of hours the instructional aide worked during that class meeting.
Col. d: No. of Students Present is the number of different students who attended the class during that class meeting.
Col. e: No. of Student Hours Present is the sum of the student hours for that class meeting (total at the bottom of the page corresponding to that particular day of the month.)
Col. f: New Students is the number of students who were present for the first time or those who had been shown separated in a previous report and returned for the first time since that separation.
Col. g: Separations. The number of students who were separated or taken off of the roll.
Col. h: Membership is the number of students who are actively on the roll. This will be a total of the membership of the previous day plus any new students minus all separations noted for

QK.022

Form VABE—500
7-69

Complete in duplicate
Instructions on back

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
ADULT EDUCATION SERVICE
P. O. BOX 6Q
RICHMOND, VIRGINIA 23216

County or City _____

ADULT BASIC EDUCATION

EQUIPMENT RECORD

QUANTITY (1)	DESCRIPTION (2)	SERIAL NO. (3)	FEDERAL I.D. NO. (4)

MANUFACTURER (5)	DISTRIBUTOR (6)
DATE PURCHASED (7)	DATE RECEIVED (8)
COST (9)	LOCATION OF EQUIPMENT (10)

NO.

INSTRUCTIONS

A SEPARATE CARD IS TO BE USED FOR EACH PIECE OF EQUIPMENT:
i.e. file cabinets, projectors, projector tables, tape recorders, record players, etc.

Prepare in duplicate and mail to the Adult Education Service, State Department of Education. A Federal Identification number will be assigned each piece of equipment. The Federal I. D. tag and one card will be returned to the local school division. This card is to be kept in your file and the Federal I. D. tag is to be attached to the equipment.

1. *Quantity* Self Explanatory.
2. *Description* Type of item, make and model.
3. *Serial No.* Manufactures number on equipment.
4. *Federal I. D. No.* State use only.
5. *Manufacturer* Company who made equipment.
6. *Distributor* Company selling equipment.
7. *Date Purchased* Self Explanatory.
8. *Date Received* Self Explanatory.
9. *Cost* Amount paid by local school division.
10. *Location of Equipment* Address of building where this piece of equipment is kept.

QK.023
Form VABE-501
5/78

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
ADULT EDUCATION SERVICE
P. O. BOX 6Q
RICHMOND, VIRGINIA 23216

COUNTY OR CITY _____

ADDRESS _____

Complete in duplicate: Original to Area Supervisor no later than July 16th of each Fiscal Year.

INVENTORY--EQUIPMENT AND PERMANENT-TYPE MATERIALS

ADULT BASIC EDUCATION

Date of Inventory _____ For Fiscal Year _____

List all permanent-type equipment and materials regardless of cost such as film, screens, filing cabinets, teaching machines, and non-consumable items. Non-consumable items may include dictionaries, hard-back books, encyclopedia, etc. It is not necessary to list workbooks and other consumable items.

*FEDERAL I. D. NO.: This is the number assigned by the State Office to all permanent-type equipment regardless of cost. All such equipment must be recorded on the Equipment Record Card VABE-500, with one copy filed in the State Office.

Signature of person making this inventory _____ Title _____

DESCRIPTION (Type of item, make, model, serial no.)	*FEDERAL I. D. NO.	CONDITION	SPECIFIC LOCATION

DESCRIPTION (Type of item, make, model, serial no.)	*FEDERAL I. D. No.	CONDITION	SPECIFIC LOCATION

QK. 017

Form VABE-601
5/78

Complete in duplicate:
Original to State.

Instructions on back.

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
ADULT EDUCATION SERVICE
P. O. BOX 6Q
RICHMOND, VIRGINIA 23216

LOCAL SCHOOL DIVISION

_____

_____
ADDRESS

COMMITTEE-CONFERENCE WORKSHOP
REQUISITION OR REIMBURSEMENT

ADULT BASIC EDUCATION

Conducted at _____

Address _____ County/City _____

Dates Conducted: From: _____ To: _____

NOTE: This form is to be used for expenses incurred in connection with committees, conferences, and workshops. Complete sections applicable.

PERSONS RECEIVING REIMBURSEMENT	TRAVEL No.	ROUNDTRIP FROM - TO	TOTAL MILES	TRAVEL COST	MEALS NO.	MEALS COST	ROOM COST	REGIS-TRATION FEE	*STI-PEND	TOTAL COST
GRAND TOTAL										

*Note Instructions Item 8 on reverse side.

We certify that the administrators, supervisors, counselors, teachers and others named above have incurred the expense as indicated, that they have been paid the amount shown and we, therefore, claim reimbursement in accordance with previous approval of State aid for these persons and positions. We further certify that this claim includes only those costs which are attributable to the program/project noted above.

_____
SIGNATURE OF PERSON PREPARING REPORT

_____
TITLE

DATE _____

_____
SIGNATURE OF AUTHORIZED PERSON

_____
TITLE

DATE _____

INSTRUCTIONS
COMMITTEE-CONFERENCE-WORKSHOP
REQUISITION FOR REIMBURSEMENT

Committee, Conference and Workshop expenses are to be reimbursed from funds allotted the local school division for the local Adult Basic Education Program under the expenditure for Teacher-Training.

1. Persons Receiving Reimbursement
   List name(s) of person(s) attending committee meeting, workshop, or conference.

2. Travel Round-trip
   List number of round-trips naming point of departure and destination.

3. Total Miles
   List total number of miles if driving own automobile.

4. Travel Cost
   (1) List the total cost, not to exceed 15¢ per mile.

   (2) Name and list travel cost of public conveyance used.

5. Meals
   List number of meals and total cost of meals.

6. Room Cost
   Self-explanatory.

7. Registration Fee
   List cost of registration when applicable.

8. Stipend
   May be paid only if approved in writing, in advance by the Department of Education.

9. Total Cost
   Self-explanatory.

QK. 021

Form VABE-700

Adult Basic Education

FY 1978-79

Supervisor's Report

School Division _____ School Division Code 1 _____

16 Name of Personnel Employed for ABE Program	4 Social Security Number	13 Position: 1 Adm./Super.	2 Teacher	3 Counselor	4 Paraprofess.	5 Clerical	6 Custodial	7 Other	14 Sex: 1 M	2 F	15 Race or Ethnic Group: 01 White	02 Negro-Black	03 Asian or Pacific Is.	04 Hispanic	09 Native American	10 Other	17 Training Related to Adult Ed.: 1 0 hours	2 1-16 hrs.	3 17-40 hrs.	4 41+ hours	18 Number Hours Employed for ABE	22 Total Salary paid for ABE	27 % of salary from Fed. ABE Funds	30 % of salary from Local Funds	33 % of salary from Other Funds

Signature of Person Preparing Report _____

FORM VABE 701 – 77

1. USE NO. 2 PENCIL
2. COMPLETELY FILL THE CIRCLE

ADULT EDUCATION SERVICE
ABE CLASS DATA SHEET

PROPER MARKS	IMPROPER MARKS
● ● ●	⊘ ⊗ ⓪

SCHOOL DIVISION NAME

TEACHER'S NAME: _____

DIVISION CODE

TEACHER'S SOC – SEC – NUM

SCHOOL YEAR

CLASS SECTION

1 2 3 4 5 6

INST. HRS. PER WEEK

TOTAL HRS. CLASS MET

TYPE OF LOCATION
SELECT ONLY ONE

- ○ ELEMENTARY SCHOOL
- ○ INTERMEDIATE/JUNIOR HIGH SCHOOL
- ○ SECONDARY SCHOOL
- ○ STATE OR LOCAL CORR. INST. (INMATES ONLY)
- ○ TECHNICAL SCHOOL
- ○ LEARNING CENTER
- ○ HOSPITAL (PATIENTS ONLY)
- ○ WORK SITE (INCLUDES HOSP. & CORR. EMPL.)
- ○ LIBRARY
- ○ STATE/LOCAL INSTITUTION FOR HANDICAPPED
- ○ BUSINESS/INDUSTRY
- ○ HOMES OR HOME BASED
- ○ COMMUNITY COLLEGE
- ○ OTHER (INCLUDE 4 – YEAR COLLEGE)

CLASS MEETS
SELECT EACH BLOCK APPLICABLE

- ○ MORNING
- ○ AFTERNOON
- ○ EVENING (AFTER 6 P.M.)

COMMUNITY POPULATION
SELECT ONLY ONE

- ○ UNDER 2,500
- ○ 2,500 – 100,000
- ○ OVER 100,000

PS 8688 CV (8009)

INSTRUCTIONS
ABE CLASS DATA SHEET – VABE 701–77

This sheet is to be completed by the ABE teacher for each class he or she teaches. When completed place on top of all ABE Student Data Sheets for that class and return to your local ABE supervisor.

This sheet will be machine read. Be sure to use a number 2 pencil. Completely fill the circle of each response. If a mistake is made erase completely. Do not put any stray marks on the sheet. Do not staple or fold these sheets.

In each block 1, 2, 3, 4, 6 and 7 write the information requested in the space provided at the top of block and completely fill in the circle below the number/letter which corresponds to that number/letter.

Block 1 School Division Name: Enter the school division name in the space provided and completely fill in the corresponding circle below each number.

Block 2 School Division Code: Enter the three digit school division code number. This number can be provided by your local ABE supervisor.

Block 3 Teacher's Social Security Number: Enter your social security number.

Block 4 School Year: Enter the year which the class ends. Example: 1977–78 school year; enter 1978.

Block 5 Class Section: If only one ABE class is taught enter 1. If more than one ABE class is taught assign each class a section number and enter the appropriate number for the class.

Block 6 Instruction Hours Per Week: Enter the number of hours the class met per week. Example: if a class met 6 hours a week enter 006; if a class met 25 hours a week enter 025. (If a learning center and only one form is being completed for that center enter the total hours the center operated during an average week). NOTE: Do not enter the number of class meetings per week. Example: a class might meet two nights per week for three hours per meeting. In this case you must enter 006 not 002 (which would indicate that your class length is only two hours per week).

Block 7 Total Hours Class Met: Enter the number of hours the class met for the year. Example: if a class met 120 hours for the year enter 0120. (If a learning center and only one form is being completed for that center enter the total hours the center operated for the year). NOTE: Do not enter number of class meetings per year.

Block 8 Type of Location: Select only one location. NOTES: (1) Learning Center – if the learning center is located in a secondary school it is considered learning center not secondary school. (2) For employees of a hospital or correctional institution attending class at the respective institution the class would be considered located at a work site. (3) For employees of a business or industry attending class at the respective business or industry the class would be considered located at business/industry.

Block 9 Class Meets: Check the appropriate blocks when class meets. Example: If a class starts at 11:00 a.m. and ends at 1:00 p.m. check the morning block and afternoon block.

Block 10 Community Population: Check the appropriate block.

FORM VABE 702-79

1. USE NO. 2 PENCIL.
2. COMPLETELY FILL THE CIRCLE.

ADULT EDUCATION SERVICE
ABE STUDENT DATA SHEET

PROPER MARKS	IMPROPER MARKS
● ● ●	⊘ ⊗ ◔

STUDENT'S NAME: _____

TEACHER'S NAME: _____

SCHOOL DIVISION: _____

TEACHER'S DATA

DIVISION CODE (0–9)

TEACHER'S SOCIAL SECURITY NUMBER (0–9)

CLASS SECTION: 1 2 3 4 5 6

ETHNIC GROUP
SELECT ONLY ONE

- WHITE
- NEGRO/BLACK
- ASIAN OR PACIFIC ISLANDER
- HISPANIC
  - CUBAN
  - MEXICAN AMERICAN
  - PUERTO RICAN
  - OTHER
- NATIVE AMERICAN
- OTHER NOT LISTED

EMPLOYMENT STATUS
SELECT ONLY ONE

- UNEMPLOYED (UNDER 14 HRS/WK)
- PART-TIME (15–29 HRS/WK)
- FULL-TIME (30+ HRS/WK)

SPECIAL DATA
SELECT EACH APPLICABLE ITEM

- ON WELFARE AT BEGINNING OF CLASS
- PHYSICALLY HANDICAPPED
- MENTALLY HANDICAPPED
- EMOTIONALLY HANDICAPPED
- HAS A SPEECH OR HEARING IMPAIRMENT

SEX
SELECT ONE

- MALE
- FEMALE

AGE
SELECT ONE

- 16–24
- 25–34
- 35–44
- 45–54
- 55–64
- 65+

REASON FOR ENROLLING
SELECT THE BEST ITEM

- TO LEARN TO READ
- TO LEARN ENGLISH (ESL)
- TO GET A JOB
- TO KEEP OR IMPROVE JOB
- TO GET OFF PUBLIC ASSISTANCE
- TO PASS GED
- TO GET DRIVER'S LICENSE
- TO HAVE PERSONAL SATISFACTION
- TO HELP CHILDREN WITH HOME WORK
- TO QUALIFY FOR OTHER TRAINING PROGRAMS
- OTHER

MEMBER OF CLASS AT END OF YEAR
SELECT ONE

- YES*
- NO

IF YES, DO NOT ANSWER TABLE 8

REASON FOR SEPARATION
SELECT THE BEST ITEM

- TO TAKE A JOB
- TO TAKE BETTER JOB
- TO ENTER ANOTHER TRAINING PROGRAM
- MET PERSONAL OBJECTIVE
- MOVED FROM AREA
- HEALTH PROBLEM
- CHILD CARE PROBLEM
- FAMILY PROBLEM
- CLASS CLOSED
- TRANSPORTATION PROBLEM
- TIME CLASS/PROJECT MET
- LACK OF INTEREST
- OTHER KNOWN REASON
- UNKNOWN REASON

NO. HRS. OF ATTENDANCE

0 0 0 0
1 1 1 1
2 2 2 2
3 3 3 3
4 4 4 4
5 5 5 5
6 6 6 6
7 7 7 7
8 8 8 8
9 9 9 9

MATH LEVEL

BEGINNING OF CLASS SELECT ONLY ONE	END OF CLASS OR SEPARATION SELECT ONLY ONE
UNGRADED	UNGRADED
0.0–2.9	0.0–2.9
3.0–4.9	3.0–4.9
5.0–6.9	5.0–6.9
7.0–8.9	7.0–8.9
9.0–10.9	COMPLETED 8.9 BUT DID NOT CONTINUE
11.0–12.9	9.0–10.9
	11.0–12.9
	COMPLETED 12.9

READING LEVEL

BEGINNING OF CLASS SELECT ONLY ONE	END OF CLASS OR SEPARATION SELECT ONLY ONE
UNGRADED (ESL)	UNGRADED (ESL)
0.0–2.9	0.0–2.9
3.0–4.9	3.0–4.9
5.0–6.9	5.0–6.9
7.0–8.9	7.0–8.9
9.0–10.9	COMPLETED 8.9 BUT DID NOT CONTINUE
11.0–12.9	9.0–10.9
	11.0–12.9
	COMPLETED 12.9

IMPACT DATA
SELECT EACH APPLICABLE ITEM

- PASSED GED
- ENROLLED IN ABE IN A PREVIOUS YEAR
- GRADUATED FROM SECONDARY SCHOOL PROGRAM
- REMOVED FROM PUBLIC ASSISTANCE
- OBTAINED JOB AS RESULT OF ABE EXPERIENCE
- ENROLLED IN ANOTHER EDUCATION PROGRAM
- CHANGED OR UP GRADED JOB
- REGISTERED TO VOTE FOR FIRST TIME
- RECEIVED U.S. CITIZENSHIP
- RECEIVED DRIVERS LICENSE
- IS A MIGRANT WORKER
- RECEIVED METRIC EDUCATION
- LEARNED TO READ FOR FIRST TIME
- RECEIVED INSTRUCTION IN FAMILY PLANNING
- RECEIVED INSTRUCTION IN INCOME TAX

NCS Trans-Optic® E10-7667:321

INSTRUCTIONS FOR
ABE STUDENT DATA SHEET—VABE 702-79

This sheet is to be completed by the ABE teacher for **each** ABE student enrolled (including students who attend less than twelve (12) hours). When all student forms are completed for one class, place the ABE Class Data Sheet—VABE 701 on top of the Student Data forms and return to your local ABE supervisor.

This sheet will be machine read. Be sure to use a number 2 pencil. Completely fill the circle of each response. If a mistake is made, erase completely. Do **not** put any stray marks on the sheet. Do **not** staple or fold these sheets.

TEACHER'S DATA SECTION: Use for identifying the student with a particular class.

DIVISION CODE: Enter the three digit school division code number in space provided and completely fill the circle below the number which corresponds to that number. This number can be provided by your local ABE supervisor.

TEACHER'S SOCIAL SECURITY NUMBER: Enter your social security number in the space provided and completely fill the circle below the number which corresponds to that number.

CLASS SECTION: If only one ABE class is taught, completely fill in the circle corresponding to one (1). If more than one ABE class is taught assign each class a section number and enter the appropriate number for the class.

Enter the student's name, teacher's name, and school division on the appropriated lines provided.

BLOCK 1 ETHNIC GROUP—Select only **one**. Enter the appropriate ethnic group of the student based on the following information:

The race/ethnic designations do not denote scientific definitions of anthropological origins. For the purpose of this report, an enrollee may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. However, no person should be counted in more than one race/ethnic group.

"WHITE"—A person having origins in any of the original peoples of Europe, North Africa, the Middle East, or the Indian subcontinent. Do not include persons of Hispanic origin.

"NEGRO/BLACK"—A person having origins in any of the Black racial groups. Do not include persons of Hispanic origin.

"ASIAN OR PACIFIC ISLANDER"—A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands and Samoa.

"HISPANIC"—A person of Mexican, Puerto Rican, Cuban Central or South American or other Spanish culture or origin, regardless of race.

"NATIVE AMERICAN"—A person having origins in any of the original peoples of North America. This category includes American Indians, Eskimos and Aleuts.

"OTHER INDIVIDUALS NOT INCLUDED IN COLUMNS (B) THROUGH (G)"—A person who cannot be classified in the above race/ethnic designations.

BLOCK 2 EMPLOYMENT STATUS: Select only **one**. Enter the employment status at the beginning of the class.

BLOCK 3 SPECIAL DATA: Select as many items as applicable.

BLOCK 4 SEX: Enter the appropriate sex of the student.

BLOCK 5 AGE: Select the appropriate age of the student.

BLOCK 6 REASON FOR ENROLLING: Select only one item. Select the item which you believe was the **best** reason for the student to enroll in an ABE class.

BLOCK 7 MEMBER OF CLASS AT THE END OF YEAR: Enter the appropriate response.

BLOCK 8 REASON FOR SEPARATION: If block 7 was answered "no" enter the **best** (only one) reason why the student separated.

BLOCK 9 NO. HOURS OF ATTENDANCE: Enter the number of hours the student attends for the year in the space provided and completely fill the circle below the number which corresponds to that number. Do not enter fractional hours.
Example: If a student attends 110 hours enter 0110.

BLOCK 10 & 11 MATH LEVEL: Enter the appropriate level in block 10 at the beginning of class and block 11 at the end of class or at separation.

BLOCK 12 & 13 READING LEVEL: Enter the appropriate level in block 12 at the beginning of class and block 13 at the end of class or at separation. Blocks 12 and 13 must be completed.

BLOCK 14 IMPACT DATA: Select **each** item applicable.